

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

LOGAN COUNTY SCHOOLS LOGAN 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	Elementary Principal Representative	Mike Johnson
	Secondary Principal Representative	
	Asst Superintendent	Jim Guy
	Title I Director	Patty Young
	Superintendent	Wilma Zigmond
	Director Curriculum	Phyllis Doty
	Director Guidance and Testing	Walley Zigmond
	Asst Superintendent	Ernest Amburgey, Jr
	Director of Student Services/Title IV	Bea Orr
	Business & Community	High Ed/Economic Development
CEO Logan Regional Medical Center		Kevin Fowler
Parents	Parent/LSIC 9-12	MIke Pollard
	Parent/LSIC PreK-4/9-12	Kim Shell
	Parent/Teacher	Kathy Campbell
Students	Student 5-8 Man Central	Phillip Campbell
	Student 9-12 Logan High School	Robert Shell
Teachers	Teacher/LSIC 5-8	Harless Cook
	Teacher 9-12	JayAnna Ellis
	Teacher	Eugene Adkins
Technology Committee	Director of Operational Support/Technology	Ed Napier
	Technology Coordinator	James Hundley

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

The mission of Logan County Schools is to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. Logan County Schools: Creating 21st Century Learners

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. • We believe all students can learn at high levels but in different ways and at different times when provided equal opportunities.
2. • We believe students must have direction, discipline, and a means to succeed. Their successes should be celebrated and recognized.
3. • We believe teachers have the desire, ability, and responsibility to motivate and inspire each individual student to achieve his/her highest potential.
4. • We believe that classrooms should be organized, structured, safe, disciplined, welcoming, and student-focused to provide the proper environment for learning.
5. • We believe curriculum should be prioritized, mapped, sequential, multi-cultural, and diverse to provide students a quality learning environment through active, enjoyable, fulfilling activities.
6. • We believe education is a shared responsibility among the student, school, parent, family, and community.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Rural and Low Income Schools	195,267.00
Technology E-rate	216,893.76
Technology E-rate County Match	77,579.15
Technology Infrastructure	91,734.00
Technology Local Share	26,044.00
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
TFS/Elementary Technology	85,206.00
TFS/Secondary Technology	105,305.00
Title II	658,620.00
Title IV Safe and Drug Free Schools	49,472.77
Title V	8,828.00
WV Virtual School	2,338.82
Total	\$ 1,517,288.50

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

1. We have shown in #5 that our county has dropped in overall population, special education sub groups, and has increased in percentage of low socio-economic minority. This has created an achievement gap that we are having to address

Our enrollment has increased over the past we have gone from 2004-05 6066 total students to 2005-06 total students 6165.

Our enrollment has increased over the past 2 years from 6066 in 2004-2005 to 6446 in 2006-2007. This increase reflects 68 out-of-county transfers for neighboring counties of Boone, Lincoln, Wyoming and Mingo counties into Logan county.

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

2. We have had drastic losses in population, however, the last three years seems to have stabilized. From 2000-2001 school year we dropped from a total of 6,338 students to 6,066 in 2004-2005. In the last three years our K-4 grades have had enrollments of 2,338, 2,327, and 2,315. Our middle schools enrollments have increased from 1,831 to 1,862 to 1,887. Our high schools enrollments have decreased from 1,692 to 1,681 to 1,627. Our economy, work force and population have stabilized and we look forward to growth and academic advancements. In the 2000 Census the average age in our county was 39.3 years.

Our high school enrollment for the 2007 year is 1955 students. This reflects 150 students from Lincoln County enrolled at CHS due to the new regional high school.

Our middle school enrollment was 1903

Our high school enrollment for 2006-2007 was 1955 students. this reflects the addition of 150 students from Lincoln county enrolled at Chapmanville. The high school enrollment is expected to increase from 1955 in 2006-2007 to 2010 in 2007-2008 because the number of 2007 graduation is less than the numbers of 2007 eighth graders.

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

3. According to the data the last 3 to 5 years, socio-economic demographics haven't shown great changes. In the last 15 years we have seen great differences and have felt the effects. We have closed over 17 schools and lost over 300 employees. This has greatly affected the cultures and the concerns resulting from school consolidation have been challenging.

Our county is financially reaping the benefits of a high economic development with coal becoming a strong factor once again. We are now finished our consolidation effort and are in the process of building the first regional high school in the Chapmanville area to take students from a neighboring county.

Our economy continues to fluctuate because of changes in the coal market. We anticipate an increase in the student population because we graduated fewer students than we plan to enroll.

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

4. The fluctuating unemployment rate in Logan County exists because of the boom and bust trend of our mining industry. The implications of this trend is that many of our students are transient, which affects students attendance, test scores, and their social well being. This is reflected by the data from "Kids Count". Unemployment Rate (2003): 1998-10.9%, 2000-9.0%, 2001-5.5%, and 2002-8.1%.

The Kids Count 2004 says that the unemployment data in 2003 had gone down to 5.8% and this is due to the mining industry again on the upswing and the new tourist attraction of our mountain trails.

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

5. Logan County is a small rural community that has had a great drop in overall population. We have gone from 41,804 in 1996 to 36,745 in 2002. With this drop we have decreased our number of population under 18 from 10,906 in 1996 to 7,889 in 2002. This has effected our school population. With this drop, the percent of children in poverty has raised from 30.3% in 1997 to 33.4% in 2002. Single parent families with children under 18 has increased from 17.5% in 1990 to 23.0% in 2000. Based on school population our free and reduced lunch count has gone from a low of 56.0% in 1998 to a high of 60.4% in 2002. Juvenile delinquency case rate (per 1,000 youths) has increased from 25.3 in 1998 to 80.6 in 2002. Our percent of births to unmarried teens between the ages of 10-19 is 8.9% in 2002. Our child abuse/neglect rate is 13.3 per 1,000. Analysis of External Trend Data The economy of the coalfields has caused our more educated people to leave the area for work; therefore, we are challenged to provide quality services for the population who have stayed behind. Our test scores are indicative of our exports toward improved achievement via extended services and focused curriculum. Our county has not met AYP because of the low performance of the subgroups of special education, low socio-economic and minorities.

In the latest data, 2004, we have gone slightly down to 7,736 under 18 and yet our % in poverty has gone slightly up to 34.7% in this same group.

Our # of eligible children (Ages 3-4) served by Head Start has gone up 8% to 93.1%

Our juvenile delinquency case rate per 1000 youths has dropped 32% from 2002 to 49% in 2003

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?

Special education students with discipline issues have difficulties with drug possession and fighting at school. This is the current trend we are seeing as significant social issues.

We expelled fewer Special Education students in the 2005-2006 school year, not that social issues have changed but we have worked diligently to train staffs to implement behavior management plans and strategies. In the 2003-04 year we had 37 special education students suspended more than 10 days, 2004-05 we had 9 students, and in 2005-06 we only had 6.

Even though we have worked on and improved the Special Education suspension issue, Logan County Schools have embarked on a joint effort with our local court system, law enforcement agencies, DHHR, Logan-Mingo Area Mental Health, and other service organizations to address the ongoing drug problem both with our students and the homes they live in. P.I.E.C.E.S (Prevention Is Everyone's Concern Especially Schools) is our organization and is funded by grants and private donations. The goal of the group is to educate students and community about the effects of drug abuse on their lives and the strong effect on the community of Logan.

We have been informed that data (WV Prevention Resource Center, WV Pride Survey, WV Department of Education, National Survey on Drug Use and Health, Substance Abuse and Mental Health Services Administration, US Department of Health and Human Services, and state and local law enforcement) tells us that we are number 1 in the state of West Virginia after factoring 33 different indicators from alcohol, tobacco, and drug abuse. We are number 1 in tobacco usage, number 1 in drug abuse, and number 9 in alcohol abuse in the age groups above the age of 12. We are number 1 in the indicator of adults over 26 years of age who are receiving treatment at comprehensive drug facilities for opiates and synthetics. This is a direct effect on our students who are parented by these addicts.

This has a direct influence on student attendance and achievement. When a child is impaired by the use of drugs or comes from a home where drugs are abused it is understandable that the educational priority is non-existent.

Notation: Standards based curriculum and instruction, and Special Education expectations.

9. Our high school curriculum is now standards based and aligned with college entrance requirements. West Virginia Content Standards are the basis of our curriculum. The NCLB requirements of Highly Qualified teachers dictates our staffing. We only had 7 teachers who were not considered highly qualified. Our increased math, science, and social studies credits will require additional staff. Special education students are being challenged to achieve with high expectations based on IEP's aligned with the regular education curriculum, standards based instruction, and ongoing regular education teacher collaboration.

PRIORITIES

1. We need to focus on educating all students because we still have more poverty per population
2. We need to continue to provide preschool services
- 3.

We need to focus on the drug abuse problem as it effects our schools and community.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

T1. Logan County did not achieve AYP because of the special education, low socio-economic, and minority subgroups. Logan County did not make AYP (Adequate Yearly Progress) in the following subgroups: Middle School Black (39) (Math) Elementary Special Education (50) (Math) Middle School Special Education (15) (Math) Secondary Special Education (10) (Math) Middle School Low SES (50) (Math) Elementary Special Education (49) (Reading) Middle School Special Education (16) (Reading) Secondary Special Education (14) (Reading) Middle School Low SES (65) (Reading)

For the school year 2005-06, Logan County did not achieve AYP because all levels-elementary, middle, and secondary-failed to make AYP in the Special Education Subgroups in Reading/Language Arts. Additionally, the middle and secondary levels failed to achieve AYP in the Special Education Subgroup in Mathematics. Proficiency percentages for the Special Education Subgroup are as follows: Math, Middle, 22; Math, Secondary, 14.3; Reading, Elementary, 55.8; Reading, Middle, 23.4; and Reading, Secondary, 14.3.

WESTEST Confidential Summary Report

T2. In our special education population in 2004 AYP was not met for math and reading/language arts at all 3 levels: elementary, middle, and secondary. Elementary had the highest proficiency rate in both assessments with secondary having the lowest proficiency rate in both assessments. The participation rate for the middle level was higher than the secondary level by 1-2%. Logan County WESTEST 2004 Highlights: Of the seventeen (17) schools that are accountable under the No Child Left Behind Act: • 14 schools met AYP (82%) • 1 additional school met AYP in 2004 than in 2003 • 9 of the 10 Title I schools met AYP • all schools except the (3) three middle schools did meet AYP • Participation rate in 12 of the 13 subgroups was either 99 or 100% • Attendance rate for your elementary schools was 98% • Our graduation rate was 86.5% • 71% of all elementary students met proficiency in math • 78% of all elementary students met proficiency in reading • 59% of all middle school students met proficiency in math • 72% of all middle

school students met proficiency in reading • 56% of all high school students met proficiency in math • 75% of all high school students met proficiency in reading • All 3 of our high schools met the graduation standard • 100% of our elementary and middle schools met the attendance rate • 100% of all our schools met the participation rate Analysis of Student Achievement Data Results indicate that of the three (3) schools that did not meet AYP in 2004: • All three (3) of the middle schools did not meet AYP in the Students With Disabilities Subgroup • All three (3) of the middle schools did not meet AYP in the Economically Disadvantaged Subgroup

Adequate Yearly Progress, AYP, was not accomplished in the Special Education Subgroup for Mathematics in the Middle and Secondary levels and in all three levels in Reading/Language Arts. Elementary had the highest proficiency rate (55.8) in Reading with secondary having the lowest (14.3). In Math, Middle and Secondary achieved 22% and 14.3% respectively. The Participation Rate was 99% or higher. Logan County WESTEST Highlights: of the seventeen (17) schools accountable under WV Achieves, thirteen (13) met AYP (76%), with 9 of the 10 Title I schools meeting AYP; all elementary schools, 3 of the 4 secondary schools met AYP; in Reading, All Subgroup, above 73.6, with Elementary-82.7 highest; in Math, All Subgroup, Elementary 80.1, Middle 70.4, Secondary 65.1; Participation Rate in 11 of the 13 subgroups was 99% or higher; Attendance Rate for Elementary and Middle, 97.7; Graduation Rate, 82.4%; students proficient in Math, All Subgroup, Elementary 80.2, Middle 70.0, and Secondary, 64.8; students proficient in Reading, All Subgroup, Elementary 82.7, Middle 78.3 and Secondary 73.6; 3 of the 4 high schools met the Graduation Rate, while 100% of our elementary/middle schools met the Attendance Rate; the 4 schools not making AYP, 3 middle and 1 secondary, did, however met the Participation Rate; the 3 Middle Schools failed to meet AYP, failing in the Special Ed. Subgroup for both Math and Reading; and one of the 4 high schools failed to meet AYP, failing to make the Graduation Rate (Crooked Creek). Logan Middle received CA and Crooked Creek received TA and they are the only two schools who did not received full accreditation standards.

WESTEST Confidential Item Analysis Summary

T3. See T1 and T2

WESTEST Confidential Roster Report

T4. See T1 and T2

WV Writing Assessment

T5. The percent of students scoring average or better (2 or better) in the seventh grade was only 77%, making the average score 2.05. These results are lower than our scores in grades four and ten.

The percent of students in the fourth and seventh grades scoring At or Above Mastery was 67% and 68% respectively. Tenth grade students performed the best with 78% scoring At or Above Mastery

Gains were achieved in both grade levels, 7 and 10, on the writing assessment. 7th grade -- "At or above mastery" 68% in 2006 to 72% in 2007 "Below mastery" went from 32% in 2006 to 28% in 2007 10th grade - "Distinguished" 10% in 2006 and to 13% in 2007 "At or above mastery" 78% in 2006 to 90% in 2007 "Below mastery" went from 22% in 2006 to only 10% in 2007

SAT/ACT Results

T6. ACT scores for 2004 were as follows: National State District (Logan) English 20.4 20.6 20.0 Mathematics 20.7 19.4 18.5 Reading 21.3 21.1 20.6 Science Reasoning 20.9 20.3 19.5 Composite 20.9 20.5 19.8 Mathematics and science reasoning are areas of concern, especially the math score of 18.5. The West Virginia Department of Education has begun to address this problem with initiatives to improve state scores. Logan County's School Improvement Team is also assessing the curriculum in order to make needed changes to improve scores.

ACT Scores for 2006 were as follows: National, State, District (Logan)-English-20.6; 20.8, 18.8; Math-20.8, 19.6, 18.3; Reading-21.4, 21.2, 19.2; Science-20.9, 20.5, 19.1, Composite-21.1, 20.6, 18.9. Math and English are areas of concern, in that, scores are significantly lower than State and National Scores. Curriculum changes on both the state and local level have already begun to address these weaknesses.

ACT Explore - Grade 8 Middle School

T7. A comparison of our students performance with that of students in the national norming study indicate lower achievement in all areas for the year 2004. A major concern is the decline of our scores in all areas including our composite scores. In addition, students planning to take 4+ years of English and 3+ years each of mathematics, social studies, and natural sciences is also declining, which will directly impact their achievement on Explore's counterparts The Plan and the ACT. Scores for 2007 decreased except for math which remained the same. English 2006-14.2 2007-13.6 Reading 2006-13.5 2007- 13.0 Science 2006-15.6 2007- 15.2 COMPOSITE 2006-14.4 2007-14.1

ACT Plan - Grade 10 High School

T8. The academic achievement of our students on the ACT plan as a total group for the past three years has fluctuated with only mathematics showing an increase for the school year 2004-2005. The achievement of some of the racial/ethnic groups in the areas of English and mathematics is dramatically lower than their counterparts. 2006-2007 Plan results indicate slight decreases in all areas from 2006 to 2007 English 2006 was 16.3 and was 15.9 in 2007 Math 2006 was 15.7 and 15.6 in 2007 Science 2006 17.3 and 2007 17.0 composite 16.5 in 2006 and 16.2 in 2007

AP Testing Report/AP Rate

T9. In the 2000-2001 school year 8.0% of our twelfth grade students were enrolled in AP classes. The latest data from the West Virginia Report Cards 2002-2003 indicate a drop of almost 5% making the enrollment in AP classes 3.1%.

End of Course Testing Report for Career and Technical Education

T10. Ralph R. Willis Career and Technical Center end of course testing was held on April 26 thru April 29, 2004. The State Department of Career and Technical Education set the goals for the end of course exams at 46.05% for students in a technical class who would score 75% or better on each test, which consisted of 50 questions from each core content area. Most senior students were tested on two required core courses and most juniors were tested on two required courses also. Adult students who attended all day were tested on all four core courses. Accommodations were administered to all Special Education students who qualified. Students who were registered in Health Occupations courses at Chapmanville High School and Logan High School scored extremely high on the exams. This is attributed to the students having a very high reading comprehension level. At the career and technical center, we did not have a class that scored at the 75% level. There were 459 total courses tested; only 59 scores were at or above the 75% level. A High School's That Works Survey indicated that students do not read enough. They are assigned little homework. Teachers need to vary teaching strategies to increase student achievement; this can usually be done by increasing

vocabulary and word processing skills. Students also indicated they did few short writing assignments in any technical class. Students also indicated they were not required to solve math problems outside the confines of the classroom textbook. END OF COURSE TEST RESULTS: Percentage SENIORS: Auto Mechanics Tech 65.67 HVAC 58.25 Health Occupations 62.50 Welding 59.53 Industrial Equipment Repair 58.45 Graphics and Printing 55.30 General Building Construction 53.00 Collision Repair 52.00 Metal Trades 50.45 Computer Support 50.23 Industrial Electric 43.30 Pro Start 61.00 JUNIORS: Collision Repair 62.62 Health Occupations 60.60 Graphic and Printing 60.40 Welding 59.10 Industrial Equipment Repair 58.45 Computer Support 54.55 Metal Trades 54.15 HVAC 53.49 Auto Mechanics 49.50 General Building Construction 45.53 Industrial Electric 37.33 Pro Start 60.00 OVERALL: Auto Mechanics 63.43 13/58 =22% Health Occupations 61.58 19/106=18% Welding 59.32 4/48 = 8% HVAC 55.86 6/28 =27% Industrial Equipment Repair 58.48 1/23 = 8% Graphic & Printing 57.90 6/27 =22% Collision Repair 57.31 3/36 = 8% Computer Support 52.39 3/40 = 8% Metal Trades 52.30 2/34 = 6% General Building Construction 49.27 0/30 = 0% Industrial Electric 40.32 0/18 = 0% Pro Start 60.50 2/11 =18% TOTAL 59/459= 8%

Informal Reading Assessment

All our schools met AYP on the overall WESTEST scores. We had several elementary receive credit by confidence intervals. Our county did not meet AYP because of the special education students in reading/language arts and

PRIORITIES

1. Our writing scores are now proficiency measured and this is baseline data from 2005-06. We will focus on improving writing.
2. Closing the achievement gap with our special education has become a top priority.
- 3.

We need to focus on the fact that our students are decreasing in their scores on the Act Plan and Explore. Teachers need to emphasize the importance of these tests and encourage students to do better.

C. OTHER STUDENT OUTCOMES ANALYSIS

Attendance Report (by subgroup if available)

A. Attendance for Logan County Schools for the 2003-2004 school year was 94.01%.

Attendance for Logan County schools last year adjusted for accountability was 97.8% and our unadjusted attendance was 93.

The average daily attendance, adjusted for accountability, for Logan county schools for 2004-2005 was 97.34%, 2005-2006 was 96.98% and 2006-2007 was . The average daily attendance, nonadjusted, for Logan County schools for 2004-2005 was 93.50%, 2005-2006 92.58% and 2006-2007 was 92.01%

Discipline Referral Report

B. We had a total of 2,850 days (2003-04) missed by students on suspension. This was a total of 814 out of school suspensions. In 2003-04 there were 37 special education students suspended for more than 10 days for a total of 1574 days missed.

In 2005-06 we had a total of 2044 days missed by students on suspension. This was a total of 674 out of school suspensions. There were 6 students special education students suspended for more than 10 days for a total of 330 school days missed.

In 2006-2007 we had a total of 3841 days missed by students on suspension. This was a total of 913 out of school suspensions.

Dropout Rates/Graduation Rates (by subgroup if available)

C. The dropout rate for the school year 2002-2003 was 2.7%. The past four years prior to this, our dropout rate ranged from 3.1% the lowest, to 3.9%, the highest, which occurred in the 1999-2000 school year. We are definitely improving and our efforts, like dropout prevention programs and SBAT endeavors, have attributed to that improvement

Logan County's dropout rate for 2004-2005 was 1.5% but now we really look at graduation for AYP purposes. The graduation rate for 2004-05 was 83.5% and for 2005-2006 it was 82.4%.

College Enrollment Rate

D. The college going rate for Logan County in the fall of 2001 was 48.45. No information was available for the 2002 school year. However, the college going rate for the fall of 2003 was 54.09, a notable increase. The West Virginia Higher Education Policy Commission website was the source of this data.

PRIDE Survey

F. As grade levels increase the participation and exposure to our students increases in the drugs and alcohol. Alcohol is by far the greatest abused drug by our students.

CIMP Self Assessment

In review of Logan County's 2006-2007 CIMP information, the data in CIMP will reflect that emphasis be placed on closing the achievement gap for schools to meet AYP.

Our second concern is highly qualified teachers. Proper scheduling and evaluations will ensure that all students are taught by highly qualified personnel. We will encourage teachers to

become highly qualified through the State Department Internship Program and the Alternate Route for Certification.

PRIORITIES

1.

CIMP Data will reflect the closing of the achievement gap for schools to meet AYP

2. **Special Education Teachers will become highly qualified**

3.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

At present all schools have received accreditation status. Chapmanville Middle and Logan Middle had to submit plans for the year.

At present Logan Middle and Chapmanville Middle did not meet AYP because of the special education students in reading and math.

The data for the 2006-2007 school year is now available. Man Elementary and Man Middle were visited by OEPA but were not deemed with standins because they are considered a new school. March 2007 the WV Board of Education continued Man High's Full Accreditation Status and continued Full Approval status for the Logan County School System. Crooked Creek is in the process of becoming a resource center for our special needs students. All students will be placed on a home school roster and will still report to classes at Crooked Creek as deemed necessary by their IEP.

North Central Report on Schools

J. Individual Schools – NCR

Monitoring Reports (Special Education and NCLB)

K The FY06 Self-Assessment Status Report and Improvement Plan for Special Education indicates the following: • need to decrease out of field/permit teachers • continue the trend to decrease the dropout rate • increase percentage of students achieving masters level or above on WESTEST. All federal programs will be monitored together from now on. Our county did not meet AYP for the 2005-2006 school year except in the area of math at the elementary level. Neither elementary nor high school met AYP in reading.

Walkthrough Summaries

Walkthroughs are being done and data is used by individual principals. County plans are to do walkthroughs through technology (palms)so that data is more accessible.

We plan to do ewalk electronically for the 2007-2008 school year.

High Schools that Work Assessment Report

NA

Making Middle Grades Matter Report

NA

High Schools that Work Annual Report

NA

Highly Qualified Personnel Report

February 3, 2005 **Kathy Campbell, 235949573, has an Out-Of-Field Authorization in English 5-9 which makes her able to teach both the Eng 4007 and 4008 and Reading 4807 and 4808 **Pamela Lusk, 236980200, has an Out-Of-Field Authorization in English MJR 5-Adult which makes her permitted to teach Eng 4007 and Reading 4807 **Tambria Stowers, 236139539, has an Out-Of-Field Authorization in Reading PK-AD – This did not make her permitted to teach Eng 4007 **Rob Dial, 233351418, has a Professional Teaching Certificate in Social Studies 5-12 and had a First Class Permit in General Science MJR 5- AD This made him fully qualified for the Social Studies classes but he was on permit for the Science classes listed Patsy O'Brien, 232801912, has a teaching field in French and has taken all her classes for Spanish and we are in conversation with the State Dept Pamela Roeher, 465511710, should have been listed as Math 3004 instead of 3107 -- she has Multi Subjects K-8 and is certified to teach Math 4 Lon Chambers, 232803228, is a Special Education Teacher at West Chapmanville and should have been teaching 4001 and 4003 instead of 4101 Rebecca Miles, 232766036, has a Major in Art 7-9 and a Prof Devel-MCE Major 5-8 According to state certification she is Highly Qualified Kim Haynes, 235194766, has a Math thru Alg I Major 5-8 and we need a permit for her to teach 9th grade Alg I and we will not put her in Alg I next year if she doesn't take the six hours Rose Jude, 235923628, has a Professional Teaching Certificate in Math Major 5-12 so she should have been Highly Qualified for the classes listed **Robert Cline, 234907366, has an Out-Of-Field Authorization in Chemistry 9-12 and a First Class Permit in Physics 9-12 and that makes him permitted to teach these classes Ashley Vititoe, 236319223, has Spanish 5-12 and that is what she taught 2 Problems we are working on and 5 permitted

We continue to assist all of our personnel in becoming highly qualified teachers. Principals are doing observations to HOUSSE their teachers. Teachers are enrolling in alternative ways to get certified as well as taking graduate level courses.

Digital Divide Report (Technology)

Continue the rollout of new desktops, and remove systems or update

systems currently in use to eliminate the legacy inhibition reported in the digital divide. Continue the reduction of the student to computer ratio. Currently it is at 4.4:1, would like to get the ratio under state ratio of 3.9:1. 63.9% of Logan County computers are Windows XP - according to 2006 survey. 100% XP and above is our goal.

PRIORITIES

1. Highly qualified teachers are a top priority. CIFMP data from 2005-06 shows that 92% teachers were highly qualified. However, the data in 2006-2007 shows a decrease of 10% due to retirement and teachers bidding out.

2. Closing the achievement gap for special education students is a priority.

3.

Crooked Creek School will become a resource center for Special Needs students in the school year 2008-2009. All students will be based in a home school and will be integrated with other students as much as is allowed by the IEP.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will reach high standards, at a minimum attaining proficiency in Mathematics and Reading/Language Arts by 2013-2014

	Objective	Objective Short Name	Baseline	5-year Target
1.1	G1 .1---There shall be an annual increase in the number of students scoring mastery or beyond in mathematics.	Math Mastery and Beyond	0.67	0.92
1.2	G1 .2---There shall be an annual increase in the number of students scoring mastery or beyond in reading.	Reading Mastery and Beyond	0.77	0.90

Goal 2: There will be a decreasing achievement gap among the sub-groups within Logan County Schools.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	G2 .1---There shall be an annual increase in the percentage of special education students scoring at mastery or beyond in math as measured by the WESTEST or other assessments.	SE Math Mastery	0.28	0.70
2.2	G2 .2----There shall be an annual increase in the percentage of special education students scoring at mastery or beyond in reading as measured by the WESTEST or other assessments.	SE Reading Mastery	0.30	0.70

Goal 3: Logan County Schools will move into 21st Century Skills by using technology to foster communication, work more effectively, and increase student achievement.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	3.1 All schools and the county will have a functional website that is current as of November 30, 2009.	21st Century Websites	11.00	100.00
3.2	Central Office staff and Principals will use ewalks to do classroom walkthrough, emails for communication, and WVEIS for data collection by June 2007.	21st Century tools	11.00	100.00
3.3	Student achievement will be increased through the use of technology such as: All k-4 schools will continue to use DIBELS in reading, Odyssey will be used with all K-8 schools and all 9 and 10 teachers will use IDMS to do formative assessments and restructure teaching. Logan County will work toward establishing benchmarks in math and reading.	21st Century Assessments	0.00	100.00
3.4	To update all Logan County schools to 21st century technology tools available to students, teachers and administrators	21st century tools	0.40	100.00

Goal 4: All Logan County students will be provided a safe environment in which to pursue a quality and equitable education.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To reduce the percentage of out of school suspensions by 10% annually. Baseline data used for this is 674 total suspensions recorded in 2005-2006.	Student Environment	674.00	0.00
4.2	To develop awareness and educate students, parents and community to the drug abuse culture, violence, bullying, harassment, alcohol, tobacco, and their effects on student achievement.	P I E C E S/Title IV	0.00	0.00

Goal 1: All students will reach high standards, at a minimum attaining proficiency in Mathematics and Reading/Language Arts by 2013-2014

Objective 1.1 G1 .1---There shall be an annual increase in the number of students scoring mastery or beyond in mathematics.

As measured by:

WESTEST

Baseline Data		0.67	
	Targets		Actual
	2005-2006	0.67	2005-2006 0.67
	2006-2007	0.73	2006-2007 0.00
	2007-2008	0.73	2007-2008 N/A
	2008-2009	0.83	2008-2009 N/A
	2009-2010	0.92	2009-2010 N/A

Objective 1.2 G1 .2---There shall be an annual increase in the number of students scoring mastery or beyond in reading.

As measured by:

WESTEST

Baseline Data		0.77	
	Targets		Actual
	2005-2006	0.77	2005-2006 0.00
	2006-2007	0.80	2006-2007 0.00
	2007-2008	0.80	2007-2008 N/A
	2008-2009	0.85	2008-2009 N/A
	2009-2010	0.90	2009-2010 N/A

Goal 2: There will be a decreasing achievement gap among the sub-groups within Logan County Schools.

Objective 2.1 G2 .1---There shall be an annual increase in the percentage of special education students scoring at mastery or beyond in math as measured by the WESTEST or other assessments.

As measured by:			
WESTEST			
Baseline Data			0.28
	Targets		Actual
	2005-2006	0.36	2005-2006
	2006-2007	0.44	2006-2007
	2007-2008	0.52	2007-2008
	2008-2009	0.60	2008-2009
	2009-2010	0.70	2009-2010
			0.36
			0.00
			N/A
			N/A
			N/A

Objective 2.2 G2 .2---There shall be an annual increase in the percentage of special education students scoring at mastery or beyond in reading as measured by the WESTEST or other assessments.

As measured by:			
WESTEST			
Baseline Data			0.30
	Targets		Actual
	2005-2006	0.38	2005-2006
	2006-2007	0.45	2006-2007
	2007-2008	0.52	2007-2008
	2008-2009	0.60	2008-2009
	2009-2010	0.70	2009-2010
			0.38
			0.00
			N/A
			N/A
			N/A

Goal 3: Logan County Schools will move into 21st Century Skills by using technology to foster communication, work more effectively, and increase student achievement.

Objective 3.1 3.1 All schools and the county will have a functional website that is current as of November 30, 2009.

As measured by:

This will be measured by the file tags on the server. This is done by the percentage of our 19 schools.

Baseline Data		11.00	
	Targets		Actual
2005-2006	11.00	2005-2006	11.00
2006-2007	33.00	2006-2007	0.00
2007-2008	66.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.2 Central Office staff and Principals will use ewalks to do classroom walkthrough, emails for communication, and WVEIS for data collection by June 2007.

As measured by:

Observations of principals, copies of emails, and reports from ewalk and WVESI

Baseline Data		11.00	
	Targets		Actual
2005-2006	11.00	2005-2006	11.00
2006-2007	33.00	2006-2007	0.00
2007-2008	66.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.3 Student achievement will be increased through the use of technology such as: All k-4 schools will continue to use DIBELS in reading, Odyssey will be used with all K-8 schools and all 9 and 10 teachers will use IDMS to do formative assessments and restructure teaching. Logan County will work toward establishing benchmarks in math and reading.

As measured by:

DIBELS reports, Odyssey reports, IDMS reports, WESTEST scores

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.11	2006-2007	0.00
2007-2008	33.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.4 To update all Logan County schools to 21st century technology tools available to students, teachers and administrators

As measured by:

The percentage of Windows XP computers as reported in Digital Divide Survey

Baseline Data		0.40	
	Targets		Actual
2005-2006	0.55	2005-2006	0.54
2006-2007	0.65	2006-2007	0.64
2007-2008	0.75	2007-2008	N/A
2008-2009	0.96	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Goal 4: All Logan County students will be provided a safe environment in which to pursue a quality and equitable education.

Objective 4.1 To reduce the percentage of out of school suspensions by 10% annually. Baseline data used for this is 674 total suspensions recorded in 2005-2006.

As measured by:
WVEIS suspensions

Baseline Data				674.00
	Targets		Actual	
2005-2006	0.00	2005-2006		674.00
2006-2007	607.00	2006-2007		0.00
2007-2008	547.00	2007-2008		N/A
2008-2009	483.00	2008-2009		N/A
2009-2010	0.00	2009-2010		N/A

Objective 4.2 To develop awareness and educate students, parents and community to the drug abuse culture, violence, bullying, harassment, alcohol, tobacco, and their effects on student achievement.

As measured by:
Attendance, graduation rate, suspension data, surveys and external data

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

HIGH YIELD STRATEGIES THAT WILL BE UTILIZED TO COMPLETE THE FIVE YEAR PLAN

CURRICULUM	INSTRUCTION	SCHOOL EFFECTIVENESS	STUDENT/PARENT SUPPORT	CONTINUOUS IMPROVEMENT
Rigorous Performance in Core Subjects <input checked="" type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>
21st Century Content <input type="checkbox"/>	Instructional Management <input type="checkbox"/>	Performance Goals to Develop 21st Century Learners <input type="checkbox"/>	Innovative Approaches to Meeting Subgroup Needs <input checked="" type="checkbox"/>	Change as an On-Going Continuous Process <input type="checkbox"/>
Standards-Based Curriculum <input type="checkbox"/>	Standards-Based Unit and Lesson Design <input type="checkbox"/>	Leadership Development <input type="checkbox"/>	Support System for Student Physical and Social and Emotional Needs <input type="checkbox"/>	Identification of System-Wide Core Beliefs <input type="checkbox"/>
Prioritization and Mapping <input type="checkbox"/>	21st Century Learning Skills <input type="checkbox"/>	Integration of 21st Century Learning <input type="checkbox"/>	Developmental Guidance with Character and Career Education Development <input checked="" type="checkbox"/>	Well-Articulated Mission <input type="checkbox"/>
Performance Benchmarks <input checked="" type="checkbox"/>	Differentiated Instruction <input checked="" type="checkbox"/>	Balanced Professional Development <input checked="" type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input checked="" type="checkbox"/>	Change Based on Internal and External Factors <input checked="" type="checkbox"/>
Balanced Assessment System <input checked="" type="checkbox"/>	Research-Based High Yield Instructional Strategies <input type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input checked="" type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>
Pre K-12 Literacy Model <input type="checkbox"/>	Authentic Classroom Assessments <input type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input type="checkbox"/>	Parents as Respected and Valued Partners <input checked="" type="checkbox"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input checked="" type="checkbox"/>	Professional Development for School Strategic Planning Committees <input type="checkbox"/>	Parent Involvement Communication System <input type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>	
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input type="checkbox"/>		
	Highly Qualified Teachers <input checked="" type="checkbox"/>	District Monitoring System for School Accountability <input type="checkbox"/>		
		Time Prior to and During the Instructional Term for Meaningful Staff Planning <input type="checkbox"/>		
Other Strategies				
ATOD/Violence Prevention Intervention				

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
<p>Parents as Respected and Valued Partners</p> <p>Change Based on Internal and External Factors</p> <p>Rigorous Performance in Core Subjects</p> <p>Performance Benchmarks</p> <p>Balanced Assessment System</p> <p>Differentiated Instruction</p> <p>Adjustment of Instructional Time</p> <p>Highly Qualified Teachers</p> <p>Use of Data to Target Improvement Efforts</p> <p>Balanced Professional Development</p> <p>Innovative Approaches to Meeting Subgroup Needs</p> <p>Developmental Guidance with Character and Career Education Development</p> <p>Strategies that Develop Students having 21st Century Learning Skills</p> <p>Effective Transition Pre K to Post Secondary</p> <p>Other Strategy ATOD/Violence Prevention Intervention</p>	<p>In year one we did a book study on Differentiated Instruction in a Mixed Ability Classroom by Carol Tomblinson. This was done through a train the trainer program to develop an awareness of D I. We had planned to do a PreK-12 Literacy and Math Model but did not get to complete these activities. We did get to complete our curriculum maps and calendars on both math and reading/Language Arts. We have worked diligently for many years on data collection. Many of our schools worked through the old principal academies and the effective schools research. We purchased palm life drives for all administrators and hope to learn their value.</p>	<p>This year we plan on teaching 7 strategies of DI to be used in classrooms and allow teachers time to build lessons based on these. We will continue to study the data and to update our strategic plans based on this. We will establish both a math and literacy team and write models for both. We will review the use of palms and hope to add ewalk to do classroom observations. In order to move into 21st century skills, we have 3 TIS trained to assist with technology training, add neunomic smart boards to 3 of our larger schools, add Odyssey to our middle schools and IDMS in</p>	<p>We will implement and monitor the DI strategies hopefully using ewalk. The Prek-12 Math and Literacy models will be implemented and followed. Curriculum maps will be updated with the new CSOs in this year also. Data disaggregation will continue and decisions will be based on this. We hope to train more TIS, add more smart boards, and continue with our tech assessments if the data proves them helpful.</p>	<p>Logan County Schools will continue to implement DI as we believe this is the only true way to reach all learners. Staff development and strategic plans will be constantly updated based on the data collected. Technology will be continually updated and we will try to encourage the use of more 21st century tools.</p>	<p>It is so hard to plan for the year 2010 because we know how rapidly everything is changing. We would hope that teachers will be comfortable with DI as far as their teaching. Technology should be a part of everyday teaching, data collection and decision making should be a way of life. Curriculum models and maps should be established for all teachers.</p>

		grades 1-10.			
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HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>Parents as Respected and Valued Partners</p>	<p>Title I Compliance</p> <p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school</p> <p>(Henderson and Berla, 1994).”</p> <p>Similar finding have been sited in A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement, by Anne Henderson and Karen Mapp. “The evidence is consistent, positive and convincing: families have a major influence in their children’s achievement.”</p>
<p>Change Based on Internal and External Factors</p>	<p>Title I Compliance</p> <p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. ‘Conflict is essential to any successful change effort’. (Fullen 1993)”!></p> <p>Dufour, Richard and Robert Faker (1998)</p>
<p>Rigorous Performance in Core Subjects</p>	<p>Title II</p> <p>It is time to admit that at the ground level, where teachers teach and students learn, there is not coherence, but chaos.</p> <p>The chief problem is that there is simply too much to teach—arguably two to three times too much (Schmidt, McKnight, & Raizen, 1996)—and too many options for what can be taught (Rosenholtz, 1991). There are enormous differences in what teachers teach in the same subject at the same grade level in the same school.””</p> <p>Robert Marzano (2000a) tells us after 35 years of research, that the first school-level factor in increasing student achievement is a "guaranteed and viable curriculum. This is a combination of opportunity to learn and time to learn.</p> <p>According to Swain and Pearson (2002), "A standards-based curriculum will level the playing field for all students."</p>

	<p>Standards-based instruction is designed to clearly identify what students should learn at each level. Standards provide more than a curriculum framework as they delineate the skills, concepts and knowledge that are to be mastered. For successful standards-based implementation, teachers must understand the rationale for using standards, know applicable national and state standards and use them as a basis for planning instruction and implement best practices instructional strategies.</p> <p>The Education Alliance .. www.educationalalliance.org</p>
<p>Performance Benchmarks</p>	<p>Title II</p> <p>Traditionally, curricula and instruction were two tiered, designed to teach high level knowledge and skills to college-bound students and basic skills to all other students. In a standards-based system, instead, as Lachat (1999) wrote: “Standards may help to clarify that the purpose of schooling is not to sort people into artificial and often limiting groups, but to make knowledge and skills essential to success in today’s society accessible to all”(p. 7).</p> <p>Multiple studies of effective schools find that focus is a key factor of success (Lezotte, 1991;Purkey & Smith, 1983). Making reading a priority, for example, is a distinctive feature of schools most successful in helping at-risk students become proficient readers (Taylor et al., 2000). With reading a priority, leadership and structures in the most effective schools support use of common assessments and a collaborative model for deploying teaching personnel to identify and meet students’ learning needs (Taylor et al.). Focus provides a common purpose for members of the school community, creating commitment and direction. Focus is achieved when the school has a model for all to teach.</p>
<p>Balanced Assessment System</p>	<p>Title II</p> <p>Marzano tells us that the time necessary to address content standards should not exceed the time available for instructions. Thus, schools should provide clear delineation of content that is essential versus that which is supplemental or intended for those seeking postsecondary only.</p> <p>NCTM has identified those instructional concepts for mathematics (Marzano 2002):unit differences, cubic units, linear units, etc and those should be placed in a math model so that staffs will know what specifically they are to teach.</p> <p>Opportunity to learn and time to learn, which composes a guaranteed and viable curriculum, is the school-level factor that has the most impact on student achievement.</p> <p>Robert J Marzano, What Works in Schools. 2003</p>
<p>Differentiated Instruction</p>	<p>Title I, II</p> <p>We know that the meaning-making process is influenced by student's prior understandings, interests, beliefs, how the student learns best, and the student's attitudes about self and school(National Research Council 1990).</p>

We also know that learning takes place where students are highly active in the learning process and they feel connection (Wiggins & McTighe, 1998).

We know three powerful conclusions about teaching and learning: 1) a wide variance inevitably exists within any group of learners, 2) there is no substitute for high-quality curriculum and instruction in classrooms, and 3) we will fall woefully short of the goal of helping each learner build a good life through the power of education unless we build bridges between the learner and learning.

These 3 conclusions are the power that drives effective differentiation.

Carol Ann Tomblinson, Differentiated Instruction in Mixed-Ability Classrooms, 2001.

Adjustment of Instructional Time

Title I Compliance

The 1994 report of the National Education Commission on Time and Learning, *Prisoners of Time*, is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas.

National Education Commission on Time and Learning, *Prisoners of Time: Report of the National Educational Commission on Time and Learning*, April 1994.

According to Hall, three things can be altered to increase student achievement: (1) instructional delivery; (2) instructional materials, programs and strategies; (3) increased time. (Hall 2006). For the past 150 years, American public schools have held time constant and let learning vary. The key to liberating learning lies in unlocking time. Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners has been identified as a high yield strategy. There is no magic number of days or hours which guarantees that all students will learn. Given an average academic day of 5.5 hours and a 180 day school year, many students will need more time and some will need less. In addition, many students today are growing up without family support for their education when they return home. Therefore, schools must offer additional instruction beyond the academic school day to augment their learning. Time may be added before school, after school, within the school day in addition to regular instruction and/or during the summer break to remediate and accelerate regular instruction. Research shows that to be academically effective, extended time must last minimally either one hour, four days a week during the school year, or for four to six weeks during the summer."

Prisoners of Time: Report of the National Education Commission on Time and Learning

	<p>and Learning, April 1994.</p> <p>Cooper, Harris. "Is the School Calendar Outdated?" Paper presented at the conference, "Summer Learning and the Achievement Gap: First National Conference," John Hopkins University Center for Social Organization of Schools, Baltimore MD (July 18, 2000.)</p> <p>Hail, 2006 and Vaughn, 2000.</p>
<p>Highly Qualified Teachers</p>	<p>Title I Compliance</p> <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. " I></p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. Education Policy Analysis Archives, Vol. 8 Number 1.</p> <p>The US Department of Educations' 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</p> <p>http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>Title I Compliance</p> <p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004)</p>

	<p>Data Analysis for Continuous School Improvement (2' ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large- scale assessment data; periodic assessment data; and ongoing classroom assessment data. (Guide to Using Data in School Improvement Efforts. Retrieved March 13, 2005, from Learning Point Associates, North Central Regional Education Laboratory.” I></p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>Jerald, Craig. (2002) Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)</p>
<p>Balanced Professional Development</p>	<p>Title II</p> <p>Why collaborate and team? Because cooperative interaction is essential for survival in today's fast-paced, complex world.</p> <p>Simply tasking people to work together does not constitute teaming and may not result in collaboration. Highly effective teams have four key elements: (1) a compelling, shared goal or goals; (2) team members with unique competencies that will contribute to successful outcomes; (3) members that operate within a formal structure, with defined roles that facilitate collective/collaborative work; and (4) mutual respect, tolerance, and trust (Schrage, 1989).</p> <p>http://www.ncrel.org/engage/skills/effcomm1.htm</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Title I Compliance</p> <p>There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success — they are called “correlates”. This body of correlated information began what is now referred to as Effective Schools Research.” I></p> <p>The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions o students that achieve academic excellence either improves, or at the very least, remains the same.</p> <p>Lezotte, Lawrence W. (1991) Correlates of Effective Schools. Okemis, MI Effective Schools Products, Ltd.</p>

Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all earning. 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, RobertJ. (2003). What Works In Schools. Alexandria, Va. Association for the Supervision and Curriculum Development

Instructional strategies and models in a targeted assistance school must focus on enabling participating students to meet the State's student performance standards. The selection of instructional models to use in a targeted assistance school will be made by each school based on the needs or participating students. Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom teachers can also benefit participating children. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of failing, to meet the challenging standards, thoughtful consideration to program design is essential.

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

Developmental Guidance with Character and Career Education Development

Title I Compliance

Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles

of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs.”

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, Va. Association for the Supervision and Curriculum Development.

Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access*. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at

[Http://www.cec.sped.org/osep/uadesign.html](http://www.cec.sped.org/osep/uadesign.html))

Strategies that Develop Students
having 21st Century Learning Skills

Title I Compliance

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. ““ I>

Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kiman (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

Effective Transition Pre K to Post Secondary

Title I Compliance

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

(Epstein, 2005c).

Other Strategy
ATOD/Violence Prevention Intervention

Safe schools are characterized as orderly and well-disciplined environments where students and staff are free to learn and teach without feeling a threat of physical and/or psychological harm. It includes an environment of non-violence, clear behavioral expectations, disciplinary policies and recognition programs for positive behavior as referenced by Remboldt and Johnson Institute (1994) in Solving Violence Problems in Your School. Intervention is the most reliable, humane and effective method available for changing the self-destructive behavior of systems. Intervention puts an end to tolerating such behavior. It refutes the notion that a person is entitled to engage in self-destructive behavior.

Remboldt C.(1994) Solving Violence Problems in Your School: Why A Systematic Approach is Necessary. Minneapolis, MN: Longman.

Lezotte and McKee (2002) suggests that: We want schools to be safe and secure because the presence or absence of a safe learning environment enhances or impedes learning...the extent to which student learning is interrupted by routine disciplinary problems serves to diminish learning. Therefore, the goal of the effective school is to minimize, if not totally eliminate, such incidents. (p. 17).

Refusal/resistance training had a noticeable primary effect in preventing the early onset of drug use (Elias, et.al., 1991).

Technology Plan

Submitted by - wjz45001 2007-09-19 12:40:35.0

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,

Logan County has purchased palms for all administrators and plans to purchase ewalk to do classroom observations. We had 3 librarians trained in the TIS program last summer and continued through this year and added 1 more at the new Regional High School who will help not only their schools but will serve as resource people for their geographic area.

The county and all schools will do websites that are functioning and updated. We will encourage and require the use of 21st century tools.

We are purchasing Odyssey to be used in our 3 middle schools and and elementary, and the county is purchasing IDMS for the purpose of formative assessments and benchmarking through Title I and Title V funds. This will include staff development to write tests and training in how to use these tests.

Algebra Cognitive Tutor was added for all 9th graders at Logan High through a grant and county technology monies. We will purchase a 30 wireless lab at LHS to conduct this program

Wireless access points will be added to Chapmanville Regional High School through SBA monies. We will add secure wireless to all middle schools. Fiber backbones will be added to Omar, RRW Career Center, West Chapmanville, Verdunville, and South Man through SBA grant monies.

Dibels will continue in all elementary schools. Provide trainings in wickies, blogs, podcasting, video conferencing. Replace labs at Logan Elementary and Omar so they will be XP. We will provide all administrators with new notebooks to enhance ewalk and encourage technology usage. Language Arts 7-12 will receive 3 computers and 1 laptop to present the new curriculum and 1 laptop will be provided for the 5 and 6 Language Arts teachers at CMS and MM and 4 will be bought for 5th at LMS and 4 for the 6th. Install video conferencing at CHS so all high schools can access each other. We are looking at video conferencing at the Board office and all middle and high schools.

As a result of all the above we envision that student achievement will increase.

Technology Needs Assessment

Continue the rollout of new desktops, and remove systems or update systems currently in use to eliminate the legacy inhibition reported in the digital divide. Continue the reduction of the student to computer ratio. Currently it is at 4.4:1, would like to get the ratio under state ratio of 3.9:1. 63.9% of Logan County computers are Windows XP - according to 2006 survey. 100% XP and above is our goal.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives 21st Century tools

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs

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

- 01 - Add secured wireless network to the new Chapmanville Regional High School
- 02 - Reinvest in secured wireless networks at all middle schools in the county
- 03 - Complete the layer 3 wiring at Man High School per OEPA recommendations
- 04 - Complete SBA grants for fiber backbones at Vernonsville ES, Omar ES, Ralph R. Willis Vocational Center, South Mann ES and Buffalo ES
- 05 - Use palm pilots for K-3 reading assessments
- 06 - Principals use palm pilots for E-Walk

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 Logan County schools.

Persons Responsible County coordinator, teachers, administrators

Target Audience students

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

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

Plan Section Technology

Associated Goals/Objectives 21st Century tools ,21st Century Assessments

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs

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

- 01 - Complete final Compass Odyssey browser based software (lessons aligned to WV CSOs) at all elementary and middle schools in the county
- 02 - Implement 30 unit wireless lab for Carnegie Math initiative at Logan High School
- 03 - Use wikis, blogs and podcasting to enhance instruction in the classroom
- 04 - Use Writing software including writing roadmap and Microsoft Office to enhance the teaching of writing
- 05 - Use Plato to reinforce academic skills on the high school level
- 06 - Use DIBBELS for K-3 reading informal assessment

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

Purpose To improve the use of 21st century tools and resources to improve student achievement.

Persons Responsible County coordinator, teachers, administrators

Target Audience 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 21st Century tools ,Student Environment

Associated High Yield Strategies Rigorous Performance in Core Subjects ,Balanced Assessment System ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills

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

learning.

- 01 - Schools will use email for communication and collaboration with county, school, students and parents
- 02 - Use standards-based lesson plans for instruction
- 03 - Use Thinkfinity, SAS, IKnow, Mclass, Writing Roadmap, EBSCO and Groiler to enhance instruction
- 04 - Provide for internal connections in schools through the federal e-rate program
- 05 - Provide long distance, voice, paging and cellular communications in conjuncton with the federal e-rate program for improved collaboration
- 06 - Provide T-1 data lines in all schools (Man HS and Logan HS - 2 T-1 lines)for improved access to the Internet
- 07 - Request internal connections for Ralph Willis Vocational Center
- 08 - Use the Internet for access to WVEIS (student management system) for student data, attendance, grading, assessment information, etc.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose o improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS

Persons Responsible County coordinator, teachers, administrators

Target Audience students

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

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

Plan Section Technology

Associated Goals/Objectives 21st Century tools

Associated High Yield Strategies Rigorous Performance in Core Subjects

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

- 01 - Eliminate Windows 98 labs and replace labs at Omar ES and Logan ES
- 02 - Enhance Compass Odyssey access for math and reading achievement
- 03 - Give every principal notebook computers in order to evaluate teachers for their integration of technology and to use E-Walk
- 04 - Concentrate on adding new computers to all middle school and high school language arts classrooms to enhance the instruction of reading and writing
- 05 - Update teacher computers

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement

Persons Responsible County coordinator, teachers, administrators

Target Audience students

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 21st Century tools

Associated High Yield Strategies Rigorous Performance in Core Subjects

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

- 01 - Provide opportunities for distance learning for all students
- 02 - Provide video-conferenced classes in collaboration with Southern Community College and Marshall University

03 - Enhance instruction of requested classes (not necessarily available at all schools) by videoconferencing classes from Logna High School to Mann High School

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

Persons Responsible County coordinator, teachers, administrators

Target Audience students

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

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

Plan Section Technology

Associated Goals/Objectives 21st Century tools

Associated High Yield Strategies Parents as Respected and Valued Partners

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

- 01** - Use county webpages to communicate with students, parents and community
- 02** - Use email to communicate with students, parents and community
- 03** - Request feedback through online surveys from parents
- 04** - Hold training sessions on software programs with parents and community

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 and collaboration among stakeholders

Persons Responsible County coordinator, teachers, administrators

Target Audience All stakeholders

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives 21st Century Websites ,21st Century tools ,21st Century Assessments

Associated High Yield Strategies Rigorous Performance in Core Subjects ,Performance Benchmarks ,Balanced Assessment System ,Highly Qualified Teachers ,Adjustment of Instructional Time ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills

Action Step -COUNTY STRATEGIC PLAN-TECH-Logan County Schools will train and encourage teachers and administrators to use technology (ie.emails, web sites,internet, etc.)in our schools.

- 01** - Review strategic plans and provide training on updating them online.
- 02** - Extend TIS for teachers at Logan High, Man High and Chapmanville Middle and begin a TIS person for the new CRHS
- 03** - Purchase and use ewalk to do classroom walk-throughs
- 04** - Provide time to encourage the use of technology in instruction
- 05** - Upgrade hardware and software for instruction
- 06** - Purchase and use computer program to do formative assessments and benchmarking (Odyssey,IDMSan d use I Know)

- 07 - Provide retraining for Front Page as needed so all schools can create and maintain websites for information and communication
- 08 - do Intel training for the staff at the new CRHS and offer to other staffs
- 09 - Provide training in technology in principals' academy, teachers' academies and throughout the year in wikies, blogs, podcasting, Intel and other technology skills

Projected Begin Date June 1, 2007	Projected End Date June 30, 2009	Actual Begin Date September 1, 2007	Actual End Date October 4, 2007
Purpose To develop skills in the use of 21st century tools	Persons Responsible Technology Director, TIS, Title I, II	Target Audience Principals and School Strategic Chair	Intended Impact on Audience More technology literate staffs.
Professional Development Self-Study, Trainer Led	Professional Development Other Description We will use AIT time to allow teachers to see what is on the internet to help them.	Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction	

Plan Section Technology

Associated Goals/Objectives 21st Century tools

Associated High Yield Strategies Balanced Professional Development

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

- 01 - Provide assistance for implementation of Odyssey at elementary schools
- 02 - Provide on-demand technology integration training by county trainer
- 03 - TIS provide professional development county wide sessions - TIS located at Logan High School, Chapmanville Middle, and Man High School
- 04 - Provide new technology integration specialist for Chapmanville Regional High School
- 05 - Hold teacher academy for technology integration training in county

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources	Persons Responsible County coordinator, teachers, administrators	Target Audience Teacher	
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 21st Century tools

Associated High Yield Strategies Rigorous Performance in Core Subjects

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

- 01 - County employ a full-time maintenance foreman and two specialists to maintain and repair all computers and internal connections
- 02 - Collaborate with RESA contract for repairs and maintenance
- 03 - Collaborate with TFS vendors help desk to provide maintenance for under warranty computers and equipment
- 04 - Use Oz help desk for tracking maintenance and repair in Logan County

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide a stable and robust 21st century learning environment	Persons Responsible County coordinator, teachers, administrators	Target Audience Teachers and students	
Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools			

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives 21st Century tools

Associated High Yield Strategies Parents as Respected and Valued Partners

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

- 01 - Collaborate with adult literacy providers in Logan County to use technology labs
- 02 - Continue TOC labs at Chapmanville Middle School

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide 21st century skills for adults/community

Persons Responsible County coordinator, teachers, administrators

Target Audience All stakeholders

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	25,920.00	19,440.00	6,480.00
		Data Lines	109,920.00	82,440.00	27,480.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	79,219.00	55,453.00	23,766.00
		Internet Access	0.00	0.00	0.00
		Long Distance	6,372.00	4,779.00	1,593.00
		Paging	3,998.00	2,999.00	1,000.00
		Voice	69,044.00	51,783.00	17,261.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	294,473.00	216,894.00	77,579.00
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	25,920.00	19,440.00	6,480.00
		Data Lines	109,920.00	82,440.00	27,480.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	79,218.00	55,452.96	23,765.55
		Internet Access	0.00	0.00	0.00
		Long Distance	6,372.00	4,779.00	1,593.00
		Paging	3,998.00	2,998.80	999.60
		Voice	69,044.00	51,783.00	17,261.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	294,472.00	216,893.76	77,579.15
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	12,672.00	9,884.16	2,787.84
		Data Lines	95,040.00	74,131.20	20,908.80
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	276,394.32	215,587.57	60,806.75
		Internet Access	0.00	0.00	0.00
		Long Distance	5,076.36	3,959.56	1,116.80
		Paging	3,038.40	2,369.95	668.45
		Voice	65,820.00	51,339.60	14,480.40
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		458,041.08	357,272.04
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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	

Funding Source	Year	Annual	Disc% Commit	County Match		
E-rate funds	2005	Cellular	9,360.00	7,113.60	2,246.40	
		Data Lines	109,485.00	83,208.60	26,276.40	
		Internal Conn Maint	0.00	0.00	0.00	
		Internal Connections	489,191.00	371,785.16	117,405.84	
		Internet Access	0.00	0.00	0.00	
		Long Distance	4,800.00	3,648.00	1,152.00	
		Paging	1,801.20	1,368.91	432.29	
		Voice	61,701.96	46,893.49	14,808.47	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		676,339.16	514,017.76	162,321.40
		<hr/>				
State Basic Skills E-rate Application	2005 State Totals - BS/CE	0.00	0.00	0.00		
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State SUCCESS E-rate Application	2005 State Totals - SUCCESS	0.00	0.00	0.00		

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.

- Do you have an Acceptable Use Policy? Yes No

- If yes, what is the last date of adoption/revision? 10/02/2001

- When was the public meeting held for CIPA Compliance? 09/17/2001

- Provide the URL to your acceptable use policy. <http://lc2.boe.loga.k12.wv.us/aup.htm>

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

county that have T-1 frame relay connections to the Internet?	0	0	18
<hr/>			
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
<hr/>			
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
<hr/>			
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
<hr/>			
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
<hr/>			
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
<hr/>			
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
<hr/>			
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
<hr/>			
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
<hr/>			
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

Process Monitoring

Evaluation Process