

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MARION COUNTY SCHOOLS MARION COUNTY BOARD OF EDUCATION

200 GASTON AVE.

FAIRMONT WV 26554-2739

Telephone: (304) 367-2100 **Fax:** (304) 367-2111

"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	Coordinator	Sally Morgan
	WVDE CAG Liaison	Dale McVicker
	Associate Superintendent	Thomas Deadrick
	Coordinator	Diane Furman
	Coordinator	JoAnn Nuzum
	Director	Jean Hinzman
	Liaison	Kathern Pellegrin
	Coordinator	Tracy Chenoweth
	Admin. Assistant	Gary Price
	Special Education Director	Gia Deasy
	Superintendent	James B. Phares
	Coordinator	Charlie Pitrolo
	Liaison	Linda Collins
	Liaison	Lynda Sago
	Principal	All School Principals
Business & Community	Board of Education Member	All Board of Education members
	Teachers	Teacher

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

It is the mission of the Marion County Board of Education to develop, promote, and implement the understanding of "All means all, and that is all that all means." **Achieving – Learning – Lifelong Success**

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All students have a right to a safe, secure and orderly learning environment.
2. All students, parents, and personnel share the responsibility for student learning through a committed partnership.
3. All students must have equal opportunities and choices on how to learn and how to succeed in a 21st Century environment.
4. High expectations are essential for student success in the 21st Century.
5. In an environment of mutual respect, each person is responsible for his or her own actions.
6. All adults are responsible for the well-being of students.
7. Successful 21st Century schools require effective instructional leadership.
8. Teamwork is essential for effective learning.
9. Valuing diversity in people and in ideas enhances education and enriches the community.
10. All students, parents, and personnel have a responsibility of contributing constructively to the community and a 21st Century global society.
11. All students can learn.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	150,000.00
General	1,473,930.00
Technology E-rate	278,881.31
Technology E-rate County Match	97,985.33
Technology Infrastructure	117,235.00
Technology Local Share	33,284.00
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	109,780.00
TFS/Secondary Technology	134,578.00
Title I	2,686,300.00
Title II	603,549.00
Title IV Safe and Drug Free Carryover Budget	10,293.85
Title IV Safe and Drug Free Schools	51,323.37
Title V	8,874.00
Total	\$ 5,756,013.86

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will master the skills and competencies to successfully function in a 21st Century society.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the low socio-economic status (SES) subgroup performing below mastery or not making adequate yearly progress (AYP) in reading/language arts (e.g. Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results).	Low SES Reading/LA	69.30	89.30
1.2	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the low SES subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Modules).	Low SES Math	63.90	83.90
1.3	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the minority subgroup performing below mastery or not making AYP in reading/language arts (Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results).	Minority Reading/LA	65.80	85.80
1.4	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the minority subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Modules).	Minority Math	57.50	82.50
1.5	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students with disabilities subgroup performing below mastery or not making AYP in reading/language arts (Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results, IEP based on standards-based curriculum).	Special Needs Reading/LA	34.30	74.30
1.6	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students with disabilities subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Modules, IEP based on standards-based curriculum).	Special Needs Math	21.20	66.20
1.7	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the "all" subgroup performing below mastery or not making AYP in reading/language arts (Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results, IEP based on standards-based curriculum).	All Subgroup Reading/LA	79.00	94.00
1.8	One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the "all" subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Module, IEP based on standards-based curriculum).	All Subgroup Math	69.70	89.70

curriculum).

Goal 2: Highly qualified teachers will utilize a variety of strategies in the delivery of 21st Century content and context.

Objective	Objective Short Name	Baseline	5-year Target
2.1 Marion County students will engage in grade appropriate high-yield instructional practices in one-hundred percent (100%) of the curricular areas.	High-Yield Instructional Practices	25.00	100.00
2.2 Marion County Professional Staff Development Council will provide a minimum of twelve-hours of continuing education on high-yield teaching practices, differentiated instruction, assessment strategies and technology integration for the 21st Century learner	Focused Professional Development	100.00	100.00
2.3 One-hundred percent (100%) of Marion County teachers in math, reading/language arts, science, and social studies will prioritize and map curriculum using "Curriculum Mapper."	Curriculum Mapper	40.00	100.00
2.4 One-hundred percent (100%) of Marion County school and county staffs will use Assessment for Learning (formative and summative data) for instructional practices, progress monitoring and decision making.	Benchmarking	100.00	100.00

Goal 3: Marion County will develop a system-wide culture of support, trust, and collaboration among schools, the county office, and the Board of Education focused on creating conditions for all students' 21st Century academic success in a safe and drug-free learning environment.

Objective	Objective Short Name	Baseline	5-year Target
3.1 Marion County Schools will sustain a district-wide school improvement support system for 100% of the schools.	School Culture	100.00	100.00
3.2 One-hundred percent (100%) of the schools in Marion County will create an environment where all students will succeed.	School Climate	60.00	100.00
3.3 Marion County central office staff will sustain on-going support for leadership development for 100% of the school-level and county administrators.	Leadership Development	70.00	100.00
3.4 Marion County central office staff will provide opportunities for 100% of the schools to arrange time, either prior to or during the instructional term, for meaningful site-based staff development.	Providing Time	25.00	100.00
3.5 Marion County central office personnel will provide one-hundred percent (100%) of the principals and teachers with resources and technical assistance for utilizing formative and summative data to identify site-based needs and to build capacity for improving student achievement.	Identifying School Needs	20.00	100.00
3.6 Marion County Student Assistant Teams (SAT) will increase the number of student behavior, ATOD, and attendance referrals to the Student Assistant Program by 5% (decreasing disciplinary violations).	Student Assistant Team	0.00	151.00
3.7 Marion County schools will utilize peer mediation in order to improve student skills in utilizing nonviolent means to solve interpersonal conflict by increasing the number of peer mediations by 20%.	Peer Mediation	0.00	96.00
3.8 Marion County schools will reduce the number of disciplinary violations related to bullying, harassment, and/or intimidation by 5%.	Bullying	0.00	34.00
3.9 Marion County schools will reduce the number of discipline violations by 5%	School Wide Postive Behavior Support	0.00	2247.00
3.10 Marion County schools will reduce the number of alcohol, tobacco, and/or other drug policy violations by 5%.	ATOD Violations	0.00	45.00
3.11 Marion County schools will increase the number of SDFS parental communications by 10%.	Parent Involvement	0.00	31.00
3.12 Marion County schools will decrease the number of disciplinary violations by 5% by	Security	0.00	4050.00

providing needed security equipment

Goal 4: Twenty-First (21st) Century productive educational partners will be developed for Pre-Kindergarten through adult programs and projects.

Objective	Objective Short Name	Baseline	5-year Target
4.1 Marion County Board of Education will engage in collaborative partnerships with Head Start and private licensed day care providers to strategically implement a minimum of two additional sites per year as required by WV State Board Policy 2525 (Universal PreK).	Pre-K Partnerships	100.00	100.00
4.2 Marion County Board of Education will engage in collaborative relationships with higher education institutions to provide a minimum of six (6) opportunities per year for teacher training, student acceleration, and student enrichment.	Higher Education Partnerships	100.00	100.00
4.3 Marion County Schools will engage in productive and collaborative partnerships with private businesses and community agencies providing a minimum of five (5) opportunities per year in skill-level training for teachers, students, and private sector employees.	Business Partnerships	100.00	100.00
4.4 Marion County Schools in collaboration with local law enforcement agencies, emergency services, Marion County court system, and Fairmont General Hospital will develop and implement a district safety and crisis management plan.	Safety & Crisis Plans	40.00	100.00
4.5 The Marion County Board of Education will review and revise Blueprint 2010 Comprehensive Education Facilities Plan (CEFP) to reflect current enrollment base trends, programmatic needs, and community needs.	Facility Plans	50.00	100.00
4.6 The Marion County Board of Education will collaborate with community agencies to provide extended time programs (before and after regular school hours as well as summer programs) for students in need of remediation and/or enrichment in 100% of the schools.	21st Century Community Learning Centers	0.00	100.00

Goal 5: Marion County Schools will fully implement 21st Century Learning Skills into the Five-Year Action Plan for elementary, middle, and high schools

Objective	Objective Short Name	Baseline	5-year Target
5.1 Mathematics teachers from 100% of the middle and high schools will participate in the Algebra Readiness (Math and Science Partnership) professional development program.	Algebra Readiness - Professional Develop	0.00	100.00
5.2 Marion County Schools will identify the number of rising seniors in need of a math course their senior year based upon the COMPASS Test; 100% of the students not demonstrating proficiency will take Math 94, Math 95 or another senior level math.	Senior Math - College Preparedness	60.00	100.00
5.3 Marion County Schools will implement and deliver a web-based ePortfolio (Career Cruising) for 100% of the students in grades 9-12 for the purpose of demonstrating growth and as a culminating celebratory record of the 21st Century Passport program.	ePortfolio - 21st Century Passport	25.00	100.00
5.4 Marion County Schools will provide 100% of the middle and high school students 21st Century Technology Skills and Tools through integration of the standards into the regular classroom setting.	Technology - 21st Century Readiness Prog	25.00	100.00
5.5 Marion County Schools will integrate reading and writing across the curriculum utilizing the content and context of 21st Century Skills in student presentation (standard and electronic) in the middle and high school setting utilizing a core reading list developed by grade levels 5 - 12.	Reading and Writing -21st Century Skills	0.00	100.00
5.6 Marion County Schools will identify 100% of the students who are not Algebra ready at the conclusion of the eighth grade year	Algebra Readiness - Student Performance	33.00	100.00

	and provide extended school day and year opportunities for math preparedness		
5.7	Marion County Schools will identify 100% of the students who are not proficient in Reading/Language Arts at the conclusion of the 8th grade year; extended school day and year opportunities will be provided pending available funding	75.00	100.00
	Reading/Language Arts Readiness		

Goal 6: Marion County will provide applicable technological training, resources and assistance for students, teachers, and administrators in order to increase student achievement and provide for 21st Century Skills and Tools.

	Objective	Objective Short Name	Baseline	5-year Target
6.1	Marion County Schools will establish a county-wide stable technology environment by providing up-to-date equipment, networks, and infrastructure to provide for technology integration to support improved student achievement, enhanced learning, and improved communication with home and community as measured by the percentage of Windows XP operating systems and certified networks.	Technology	26.00	100.00

Goal 1: All students will master the skills and competencies to successfully function in a 21st Century society.

Objective 1.1 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the low socio-economic status (SES) subgroup performing below mastery or not making adequate yearly progress (AYP) in reading/language arts (e.g. Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		69.30	
	Targets		Actual
2005-2006	73.30	2005-2006	71.70
2006-2007	77.30	2006-2007	72.60
2007-2008	81.30	2007-2008	N/A
2008-2009	85.30	2008-2009	N/A
2009-2010	89.30	2009-2010	N/A

Objective 1.2 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the low SES subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Modules).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		63.90	
	Targets		Actual
2005-2006	67.90	2005-2006	69.10
2006-2007	71.90	2006-2007	71.00
2007-2008	75.90	2007-2008	N/A
2008-2009	79.90	2008-2009	N/A
2009-2010	83.90	2009-2010	N/A

Objective 1.3 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the minority subgroup performing below mastery or not making AYP in reading/language arts (Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		65.80	
	Targets		Actual
2005-2006	69.80	2005-2006	72.60
2006-2007	73.80	2006-2007	70.20
2007-2008	77.80	2007-2008	N/A
2008-2009	81.80	2008-2009	N/A
2009-2010	85.80	2009-2010	N/A

Objective 1.4 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the minority subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Modules).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		57.50	
	Targets		Actual
2005-2006	62.50	2005-2006	66.10
2006-2007	67.50	2006-2007	70.20
2007-2008	72.50	2007-2008	N/A
2008-2009	77.50	2008-2009	N/A
2009-2010	82.50	2009-2010	N/A

Objective 1.5 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students with disabilities subgroup performing below mastery or not making AYP in reading/language arts (Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results, IEP based on standards-based curriculum).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		34.30	
	Targets		Actual
2005-2006	42.30	2005-2006	33.70
2006-2007	50.30	2006-2007	40.00
2007-2008	58.30	2007-2008	N/A
2008-2009	66.30	2008-2009	N/A
2009-2010	74.30	2009-2010	N/A

Objective 1.6 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students with disabilities subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Modules, IEP based on standards-based curriculum).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		21.20	
	Targets		Actual
	2005-2006	30.20	2005-2006 36.20
	2006-2007	39.20	2006-2007 43.50
	2007-2008	48.20	2007-2008 N/A
	2008-2009	57.20	2008-2009 N/A
	2009-2010	66.20	2009-2010 N/A

Objective 1.7 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the "all" subgroup performing below mastery or not making AYP in reading/language arts (Fast ForWord, Compass, CPASS, Plato, Skills Bank, PASSKEY, Reading/Language Arts Readiness evaluation results, IEP based on standards-based curriculum).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		79.00	
	Targets		Actual
	2005-2006	82.00	2005-2006 80.30
	2006-2007	85.00	2006-2007 79.30
	2007-2008	88.00	2007-2008 N/A
	2008-2009	91.00	2008-2009 N/A
	2009-2010	94.00	2009-2010 N/A

Objective 1.8 One-hundred percent (100%) of Marion County teachers will use targeted instructional practices to assist students in the "all" subgroup performing below mastery or not making AYP in math (e.g. IMA, Compass, CPASS, Plato, Mountain Math, Carnegie Math, Skills Bank, PASSKEY, Algebra Readiness Module, IEP based on standards-based curriculum).

As measured by:

Analysis of program management records and individual student performance on WESTEST

Baseline Data		69.70	
	Targets		Actual
	2005-2006	73.70	2005-2006 77.90
	2006-2007	77.70	2006-2007 79.30
	2007-2008	81.70	2007-2008 N/A
	2008-2009	85.70	2008-2009 N/A
	2009-2010	89.70	2009-2010 N/A

Goal 2: Highly qualified teachers will utilize a variety of strategies in the delivery of 21st Century content and context.

Objective 2.1 Marion County students will engage in grade appropriate high-yield instructional practices in one-hundred percent (100%) of the curricular areas.

As measured by:

Curriculum Map journals, principals' walk-through data, teacher lesson plans, HSTW student and faculty assessment reports, HSTW and county post-graduate surveies, and ACT/SAT profile reports

Baseline Data		25.00		
	Targets		Actual	
	2005-2006	40.00	2005-2006	40.00
	2006-2007	55.00	2006-2007	45.00
	2007-2008	70.00	2007-2008	N/A
	2008-2009	85.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 2.2 Marion County Professional Staff Development Council will provide a minimum of twelve-hours of continuing education on high-yield teaching practices, differentiated instruction, assessment strategies and technology integration for the 21st Century learner

As measured by:

Marion County Professional Staff Development web site data

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

Objective 2.3 One-hundred percent (100%) of Marion County teachers in math, reading/language arts, science, and social studies will prioritize and map curriculum using "Curriculum Mapper."

As measured by:

Administrative reports at school and county levels

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

Objective 2.4 One-hundred percent (100%) of Marion County school and county staffs will use Assessment for Learning (formative and summative data) for instructional practices, progress monitoring and decision making.

As measured by:

Administrative reports at school and county levels

Baseline Data		100.00		
	Targets		Actual	
	2005-2006	100.00	2005-2006	100.00
	2006-2007	100.00	2006-2007	45.00
	2007-2008	100.00	2007-2008	N/A
	2008-2009	100.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Goal 3: Marion County will develop a system-wide culture of support, trust, and collaboration among schools, the county office, and the Board of Education focused on creating conditions for all students' 21st Century academic success in a safe and drug-free learning environment.

Objective 3.1 Marion County Schools will sustain a district-wide school improvement support system for 100% of the schools.

As measured by:

County and school improvement councils' meeting logs and WESTEST data

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

Objective 3.2 One-hundred percent (100%) of the schools in Marion County will create an environment where all students will succeed.

As measured by:

HSTW and MMGW assessments, WESTEST data, high school graduation rate, attendance rate, behavioral reports, local elementary school reports based on chosen site improvement model

Baseline Data		60.00	
Targets		Actual	
2005-2006	100.00	2005-2006	75.00
2006-2007	100.00	2006-2007	80.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.3 Marion County central office staff will sustain on-going support for leadership development for 100% of the school-level and county administrators.

As measured by:

Leadership development participation logs, participant leadership assignments, and white papers on instructional leadership readings

Baseline Data		70.00	
Targets		Actual	
2005-2006	100.00	2005-2006	100.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.4 Marion County central office staff will provide opportunities for 100% of the schools to arrange time, either prior to or during the instructional term, for meaningful site-based staff development.

As measured by:

Marion County Professional Staff Development web logs

Baseline Data		25.00	
Targets		Actual	
2005-2006	50.00	2005-2006	100.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.5 Marion County central office personnel will provide one-hundred percent (100%) of the principals and teachers with resources and technical assistance for utilizing formative and summative data to identify site-based needs and to build capacity for improving student achievement.

As measured by:

Curriculum Mapper logs, benchmark assessment reports, Fast ForWord logs, TestMate Clarity reports, teacher lesson plans, mVal and eWalk logs

Baseline Data		20.00	
Targets		Actual	
2005-2006	40.00	2005-2006	75.00
2006-2007	60.00	2006-2007	80.00
2007-2008	80.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.6 Marion County Student Assistant Teams (SAT) will increase the number of student behavior, ATOD, and attendance referrals to the Student Assistant Program by 5% (decreasing disciplinary violations).

As measured by:

SAT logs, WVEIS data

Baseline Data		0.00	
Targets		Actual	

2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	130.00
2007-2008	137.00	2007-2008	N/A
2008-2009	144.00	2008-2009	N/A
2009-2010	151.00	2009-2010	N/A

Objective 3.7 Marion County schools will utilize peer mediation in order to improve student skills in utilizing nonviolent means to solve interpersonal conflict by increasing the number of peer mediations by 20%.

As measured by:
Peer Mediation logs

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 47.00
	2006-2007	56.00	2006-2007 72.00
	2007-2008	67.00	2007-2008 N/A
	2008-2009	80.00	2008-2009 N/A
	2009-2010	96.00	2009-2010 N/A

Objective 3.8 Marion County schools will reduce the number of disciplinary violations related to bullying, harassment, and/or intimidation by 5%.

As measured by:
WVEIS data

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 42.00
	2006-2007	40.00	2006-2007 29.00
	2007-2008	38.00	2007-2008 N/A
	2008-2009	36.00	2008-2009 N/A
	2009-2010	34.00	2009-2010 N/A

Objective 3.9 Marion County schools will reduce the number of discipline violations by 5%

As measured by:
WVEIS data

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 2758.00
	2006-2007	2620.00	2006-2007 4723.00
	2007-2008	2489.00	2007-2008 N/A
	2008-2009	2365.00	2008-2009 N/A
	2009-2010	2247.00	2009-2010 N/A

Objective 3.10 Marion County schools will reduce the number of alcohol, tobacco, and/or other drug policy violations by 5%.

As measured by:
WVEIS data

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 56.00
	2006-2007	53.00	2006-2007 99.00
	2007-2008	50.00	2007-2008 N/A
	2008-2009	47.00	2008-2009 N/A
	2009-2010	45.00	2009-2010 N/A

Objective 3.11 Marion County schools will increase the number of SDFS parental communications by 10%.

As measured by:
SDFS parental communication logs (one communication with parents per school), SDFS programs and information on the MCBOE Website

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 22.00
	2006-2007	24.00	2006-2007 44.00
	2007-2008	26.00	2007-2008 N/A
	2008-2009	29.00	2008-2009 N/A
	2009-2010	31.00	2009-2010 N/A

Objective 3.12 Marion County schools will decrease the number of disciplinary violations by 5% by providing needed security equipment

As measured by:
WVEIS data, bus discipline logs

Baseline Data			0.00
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	0.00	2006-2007 4723.00
	2007-2008	4487.00	2007-2008 N/A

2008-2009	4263.00	2008-2009	N/A
2009-2010	4050.00	2009-2010	N/A

Goal 4: Twenty-First (21st) Century productive educational partners will be developed for Pre-Kindergarten through adult programs and projects.

Objective 4.1 Marion County Board of Education will engage in collaborative partnerships with Head Start and private licensed day care providers to strategically implement a minimum of two additional sites per year as required by WV State Board Policy 2525 (Universal PreK).

As measured by:
Marion County Board of Education Pre-K Plan

Baseline Data		100.00	
Targets		Actual	
2005-2006	100.00	2005-2006	60.00
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 4.2 Marion County Board of Education will engage in collaborative relationships with higher education institutions to provide a minimum of six (6) opportunities per year for teacher training, student acceleration, and student enrichment.

As measured by:
Participation rates in identified programs (Gear-Up, Fairmont State University Teaching Fellowship, West Virginia University Benedum Professional Development Schools, dual-credit courses, Title II Higher Education Grants, National Science Foundation Grants, graduate credit courses, Pre-K through 16 seamless curriculum planning teams, WebCT courses, curricular offerings, Adult Basic Education)

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

Objective 4.3 Marion County Schools will engage in productive and collaborative partnerships with private businesses and community agencies providing a minimum of five (5) opportunities per year in skill-level training for teachers, students, and private sector employees.

As measured by:
Participation rates in identified programs (Adult Basic Education, vocational education, CITERA, AES, Technology Opportunity Computer labs)

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

Objective 4.4 Marion County Schools in collaboration with local law enforcement agencies, emergency services, Marion County court system, and Fairmont General Hospital will develop and implement a district safety and crisis management plan.

As measured by:
Annual update of the Marion County Board of Education district safety and crisis management plan

Baseline Data		40.00	
Targets		Actual	
2005-2006	60.00	2005-2006	60.00
2006-2007	80.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 4.5 The Marion County Board of Education will review and revise Blueprint 2010 Comprehensive Education Facilities Plan (CEFP) to reflect current enrollment base trends, programmatic needs, and community needs.

As measured by:
Revised CEFP document, survey results, WVEIS data, and community forum notes

Baseline Data		50.00	
Targets		Actual	
2005-2006	60.00	2005-2006	60.00
2006-2007	70.00	2006-2007	75.00
2007-2008	80.00	2007-2008	N/A
2008-2009	90.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 4.6 The Marion County Board of Education will collaborate with community agencies to provide extended time programs (before and after regular school hours as well as summer programs) for students in need of remediation and/or enrichment in 100% of the schools.

As measured by:

Baseline Data		0.00	
	Targets	Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	50.00
2007-2008	65.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Goal 5: Marion County Schools will fully implement 21st Century Learning Skills into the Five-Year Action Plan for elementary, middle, and high schools

Objective 5.1 Mathematics teachers from 100% of the middle and high schools will participate in the Algebra Readiness (Math and Science Partnership) professional development program.

As measured by:
Percentage of middle level math teachers participating in summer math academy

Baseline Data		0.00	
Targets		Actual	
2005-2006	25.00	2005-2006	25.00
2006-2007	50.00	2006-2007	80.00
2007-2008	75.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 5.2 Marion County Schools will identify the number of rising seniors in need of a math course their senior year based upon the COMPASS Test; 100% of the students not demonstrating proficiency will take Math 94, Math 95 or another senior level math.

As measured by:
COMPASS Identification Assessment, ACT Results in spring of senior year

Baseline Data		60.00	
Targets		Actual	
2005-2006	60.00	2005-2006	60.00
2006-2007	80.00	2006-2007	80.00
2007-2008	90.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 5.3 Marion County Schools will implement and deliver a web-based ePortfolio (Career Cruising) for 100% of the students in grades 9-12 for the purpose of demonstrating growth and as a culminating celebratory record of the 21st Century Passport program.

As measured by:
Review of student data base as shown in the web-based site

Baseline Data		25.00	
Targets		Actual	
2005-2006	25.00	2005-2006	25.00
2006-2007	50.00	2006-2007	50.00
2007-2008	75.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 5.4 Marion County Schools will provide 100% of the middle and high school students 21st Century Technology Skills and Tools through integration of the standards into the regular classroom setting.

As measured by:
Administrative walk throughs, TIS workshops, teacher lesson plans

Baseline Data		25.00	
Targets		Actual	
2005-2006	25.00	2005-2006	25.00
2006-2007	50.00	2006-2007	60.00
2007-2008	75.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 5.5 Marion County Schools will integrate reading and writing across the curriculum utilizing the content and context of 21st Century Skills in student presentation (standard and electronic) in the middle and high school setting utilizing a core reading list developed by grade levels 5 - 12.

As measured by:
Review of Curriculum Mapper and student e-portfolio examples of experiences

Baseline Data		0.00	
Targets		Actual	
2005-2006	20.00	2005-2006	20.00
2006-2007	40.00	2006-2007	20.00
2007-2008	60.00	2007-2008	N/A
2008-2009	80.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 5.6 Marion County Schools will identify 100% of the students who are not Algebra ready at the conclusion of the eighth grade year and provide extended school day and year opportunities for math preparedness

As measured by:
Algebra readiness exam

Baseline Data		33.00	
Targets		Actual	
2005-2006	50.00	2005-2006	50.00

2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 5.7 Marion County Schools will identify 100% of the students who are not proficient in Reading/Language Arts at the conclusion of the 8th grade year; extended school day and year opportunities will be provided pending available funding

As measured by:
English/Language Arts readiness exam

Baseline Data				75.00
	Targets		Actual	
2005-2006	0.00	2005-2006		0.00
2006-2007	0.00	2006-2007		75.00
2007-2008	80.00	2007-2008		N/A
2008-2009	90.00	2008-2009		N/A
2009-2010	100.00	2009-2010		N/A

Goal 6: Marion County will provide applicable technological training, resources and assistance for students, teachers, and administrators in order to increase student achievement and provide for 21st Century Skills and Tools.

Objective 6.1 Marion County Schools will establish a county-wide stable technology environment by providing up-to-date equipment, networks, and infrastructure to provide for technology integration to support improved student achievement, enhanced learning, and improved communication with home and community as measured by the percentage of Windows XP operating systems and certified networks.

As measured by:

Digital Divide survey: Currently 45% of computers in the county are Windows XP. Our goal is to have 100% Windows XP and above by 2010.

Baseline Data				26.00
	Targets		Actual	
	2005-2006	43.00	2005-2006	45.00
	2006-2007	75.00	2006-2007	60.00
	2007-2008	100.00	2007-2008	N/A
	2008-2009	100.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Highly Qualified Teachers	<p>Title I compliance</p> <p>Federal Compliance</p> <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p>
Effective Transition Pre K to Post Secondary	<p>Title I compliance" /></p> <p>A series of studies of schools and school districts identified the importance of 8 “essential elements” for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders’ impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders’ direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).</p> <p>Title IV Compliance</p> <p>The participation of parents in a prevention program has been found to help increase communication, alter students attitudes toward positive health practices, and is identified as a protective factor against substance abuse.</p> <p>Supporting Citation:</p>

	<p>Hawkins, J.D. et al. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin</i>, 112(1), 64-105</p> <p>Nader, P.R. et al. (1996). The effect of adult participation in a school-based family intervention to improve children's diet and physical activity: The child and adolescent trial for cardiovascular health. <i>Preventive Medicine</i> 25(4), 455-464.</p>
Change Based on Internal and External Factors	<p>Title I compliance</p> <p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)</p> <p>Dufour, Richard and Robert Eaker (1998)</p>
Use of Data to Target Improvement Efforts	<p>Title I Compliance" /><:namespace prefix = o /></p> <p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>Title IV Compliance</p> <p>Definition: A structured, organizational development method developed to help organizations plan, initiate, and sustain needed changes. Researchers and practitioners collaborate to develop and implement programs. A spiral of improvement is created as researchers continuously provide data feedback during the implementation phase to the practitioners and work with them to identify and overcome obstacles to strong program implementation.</p> <p>Supporting Citations:</p> <p>Cotton, Kathleen. (2001). Schoolwide and classroom discipline. <i>School Improvement Research Series</i>, Close-Up #9.</p> <p>Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), <i>Strategies to reduce student misbehavior</i> (pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement.</p> <p>Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.</p>

	<p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
<p>Adjustment of Instructional Time</p>	<p>Title I compliance</p> <p>The 1994 report of the National Education Commission on Time and Learning, <i>Prisoners of Time</i>, is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas.</p> <p>National Education Commission on Time and Learning, <i>Prisoners of Time: Report of the National Educational Commission on Time and Learning</i>, April 1994.</p> <p>According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Title I compliance</p> <p>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 of 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.</p> <p>Policy Guidance for Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies - April 1996</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 "<u>correlates</u>". This body of correlated information began what is now referred to as Effective Schools Research.</p> <p>The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the <u>effective schools research</u> are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.</p> <p>Lezotte, Lawrence W. (1991) <i>Correlates of Effective Schools</i>. Okemis, MI Effective Schools Products, Ltd.</p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>Title I compliance</p> <p>High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:</p> <ol style="list-style-type: none"> 1. Parents Are Involved <p>School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership</p>

policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents.

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

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

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

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

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

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

Pre-school Transition:

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

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

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

Middle School Transition Research:

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

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

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

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

High School Transition Research:

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

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

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

	<p>Review, 27(3), pp. 446-459.</p> <p>McNeely CA, Nonnemaker JM, Blum RW (2002). <i>Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. Journal of School Health, 72 (4), pp. 138-146.</i></p>
<p>Support for School-Based Professional Development that is Ongoing and Embedded</p>	<p>Title IV Compliance</p> <p>Programs that include a commitment from communities, families and school districts have shown much higher success rates in their prevention/reduction of drug use than their counterparts that lack support.</p> <p>Supporting Citation:</p> <p>Tobler, N. (2000). Lessons learned. <i>Journal of Primary Prevention, 20(4)</i> 261-274</p> <p>The participation of parents in a prevention program has been found to help increase communication, alter students attitudes toward positive health practices, and is identified as a protective factor against substance abuse.</p> <p>Supporting Citation:</p> <p>Hawkins, J.D. et al. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. <i>Psychological Bulletin, 112(1)</i>, 64-105</p> <p>Nader, P.R. et al. (1996). The effect of adult participation in a school-based family intervention to improve children's diet and physical activity: The child and adolescent trial for cardiovascular health. <i>Preventive Medicine 25(4)</i>, 455-464.</p>
<p>Balanced Assessment System</p>	
<p>Other Strategy Professional Development</p>	<p>Title I compliance" /><:namespace prefix = o /><:namespace prefix = o /><:namespace prefix = o /></p> <p>We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are <i>procedural guidelines</i> that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.</p> <p>Guideline #1: Recognize Change as Both an Individual and Organizational Process Guideline #2: Think Big, but Start Small Guideline #3: Work in Teams to Maintain Support Guideline #4: Include Procedures for Feedback on Results Guideline #5: Provide Follow-Up, Support, and Pressure Guideline #6: Integrate Programs</p> <p>What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.</p>

Thomas Guskey (1995)

TITLE II COMPLIANCE:

The work of teachers today is significantly more challenging than the work of teachers in earlier generations. What makes this work doubly challenging is the accountability-driven culture in which we live. While societal expectations have changed greatly, schools have changed very little. Teacher professional development has often been described as a "mile-wide and an inch deep." That is, professional development has traditionally focused on programs that are short term and designed to impart discreet skills or techniques. Such programs usually do not result in the improved content knowledge for teachers, a change in teaching practices or enhanced student learning. (Kahle, 1999).

Marion County's Title II Professional Development programs will be planned, implemented and evaluated based on recommendations gathered from a variety of scientific research sources - especially the recommendations of the Education Development Center. In order to maximize the potential for change, all Marion County Title II activities provide long-term teacher support, permit teachers' needs for support to change; and are strategically planned in order to respond to teachers' needs, leverage funds and address large-scale implementation. Sources consulted for effective professional development include:

(a) Ferriter, William and Fellow, WaMu. *Seeing It Work: Resources for High-Quality Teacher Professional Development*, www.teacherleaders.org.

(b) Goldsmith, L., Mark, J., and Kantrov, I. *Choosing a Standards-Based Mathematics Curriculum*. Education Development Center, 1998.

(c) Hassel, Emily. *Professional Development: Learning From the Best*. NCREL, 1999.

(d) Jacobs, Heidi. *Mapping the Big Picture*. ASCD, 1997.

(e) Johnston, Jerome and Barker, Linda Toms. *Assessing the Impact of Technology in Teaching and Learning*. Institute for Social Research, 2002.

(f) Kahle, J.B., "Science Teacher Professional Development: A Researcher's Perspective." NSTA, 1999.

(g) Snyder, S. and Frechtling, J. "The need for better evaluations of professional development programs." The Fifth National Evaluation Institute: Synthesis and Reflections, 1997.

(h) *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*. SREB, 2004.

Other Strategy
 Effective preschool early intervention programs

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.

Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.

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

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

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

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

Other Strategy
 Conflict Resolution/Peer Mediation

Title IV Compliance

Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.

Supporting Citations:

DuRant, R.J. et al. (1996). [Comparison of two violence prevention curricula for middle school adolescents](#). *Journal of Adolescent Health*, 19, 111-117.

Johnson, D.W. (1996). [Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research](#). *Review of Educational Research*, 66(4), p.459-506.

Lindsay, Paul (1998). [Conflict resolution and peer mediation in public schools: what works?](#). *Mediation Quarterly*, v.16, no.1, 85-99.

Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) [A review of selected school-based conflict resolution and peer](#)

	mediation projects. <i>Journal of School Health</i> 65(10), 426-431.
<p>Other Strategy School Climate</p>	
<p>Other Strategy Refusal/Resistance Skills Training</p>	<p>Title IV Compliance</p> <p>Activities that teach refusal or resistance skills are incorporated into the program along with opportunities for practice. These programs help prepare students to identify pressures to use drugs and give students the skills they need to resist peer pressure to use drugs.</p> <p>Supporting Citations:</p> <p>Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. <i>Journal of School Health</i>, 65(10), 420-425.</p> <p>Elias, J.J. et al. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program <i>American Journal of Ortho- psychiatry</i>, 61(3), 409-417.</p>
<p>Other Strategy Technology Integration for Student Achievement</p>	<p>Title IV Compliance</p> <p>Studies show that schools in which students feel as though they belong and that people in the school care about them experience less disorder and student misbehavior. Students who bond with positive people and institutions are less likely to become involved in violence and other behavior.</p> <p>Supporting Citations:</p> <p>Cotton, Kathleen. (2001). Schoolwide and classroom discipline. <i>School Improvement Research Series, Close-Up #9</i>.</p> <p>O'Donnell J., Hawkins, J.D., and Abbot, R.D. (1995). Predicting serious delinquency and substance use among aggressive boys. <i>Journal of Clinical and Consulting Psychology</i>, 63, 529-537.</p> <p>Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), <i>Strategies to reduce student misbehavior</i> (pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement.</p> <p>Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.</p> <p>Gottfredson, D.C. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: investigation of a school-wide social skills training program and contextual interventions. <i>School Psychology Review</i> 27 (3), pp. 446-459.</p> <p>Gresham, F.M., Sugai, G., Horner, R.H., et al. (1998) Classroom and schoolwide practices that support children's social competence: a synthesis of research. Draft final report for American Institutes of Research and Office of Special Education Programs.</p> <p>Horner, R.H., Sugai, G., Lewis-Palmer, T. and Todd, A.W. (2001). Teaching school-wide behavioral expectations. <i>Report on Emotional & Behavioral Disorders in Youth</i>, 1(4), pp. 77-79.</p> <p>Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. <i>School Psychology Review</i>, 27(3), pp. 446-459.</p> <p>McNeely CA, Nonnemaker JM, Blum RW (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. <i>Journal of School Health</i>, 72 (4), pp. 138-146.</p>

Technology Plan

Submitted by - tkd47001 2007-09-13 23:13:40.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Marion County Board of Education's ongoing goal is to provide the students, teachers, and administrators with appropriate and up-to-date technological hardware, software and training needed to monitor and/or increase student achievement as applicable.

Technology Needs Assessment

The number of computers without Windows XP remains a concern. Even though the State Department of Education has made efforts to increase the speed and band-width, Marion County finds that one T-1 Frame Relay cannot keep up with the implementation of video conferencing, daily web-based application software, and other technology demands.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/01-The county/school will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills

- 01 - Marion County Schools will replace antiquated computer equipment on a four to five year refresh cycle
- 02 - Marion County will replace oldest elementary, middle and high school computer workstations with Windows XP or newer machines
- 03 - Principals will use the Palm Treo and eWalk for collecting walk-through data

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
---	--	--	---

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

Persons Responsible Associate Superintendent, Principals, Teachers

Target Audience All schools

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 CountyStrategicPlan

Associated Goals/Objectives High-Yield Instructional Practices

Associated High Yield Strategies None

Action Step CSP/8/21st Century skills: Marion County Schools will focus on ensuring that adding rigor and 21st century learning tools and skills are included in all instruction

- 01 - Marion County Schools will implement a program to increase the number of students enrolled in AP courses and score a 3 or higher on the College Board AP exam

- 02 - Marion County Schools will ensure that all students are taught at the same high level with the use of unit mapping by the classroom teacher and monitoring from the school administrative level on a monthly basis
- 03 - Marion County Schools will provide math and reading/language arts readiness summer academies to enhance the transition from the 8th to the 9th grade for those students in need of extended year support
- 04 - Marion County Schools will require all seniors to take senior level math courses if they do not meet college readiness as measured by COMPASS exam
- 05 - Marion County Schools will continue to implement the Passport Program which ensures and emphasizes the completion of a project and experiential based learning activity that culminates as a combined graduation requirement
- 06 - Marion County Schools will escalate the use of technology as a learning tool beyond the computer lab and into the classroom setting (including but not limited to the conversion from a paper to an online Newspaper-in-Education program, focusing on understanding learners content and contextual issues, making instructional decisions involving technology, and focusing on the most effective educational experiences for improving student achievement).

Projected Begin Date July 1, 2007	Projected End Date July 1, 2008	Actual Begin Date July 1, 2007	Actual End Date July 1, 2008
---	---	--	--

Purpose To ensure that students are successful in post-secondary education and the world of work

Persons Responsible
21st Century Reform Facilitator; CTI Department; College Liaison

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/02-Focus on using technology to improve achievement of all students with special emphasis on high need and high poverty students

- 01 - Marion County elementary teachers will use curriculum software that is aligned with the CSOs
- 02 - Marion County teachers will use an online writing software product for practice to prepare students for the online WV writing assessment
- 03 - Marion county secondary teachers will use SAS-in-Schools modules that are aligned to the WV CSOs
- 04 - Marion County schools increase early intervention and student reading levels through the continued implementation of Fast ForWord

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
---	--	--	---

Purpose To 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

Persons Responsible
Associate Superintendent, Principals, Teachers

Target Audience All schools

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

Plan Section Title II

Associated Goals/Objectives Low SES

Associated High Yield Strategies Prioritization and Mapping

Reading/LA ,Low SES Math ,Minority Reading/LA ,Minority Math ,Special Needs Reading/LA ,Special Needs Math ,All Subgroup Reading/LA ,All Subgroup Math ,High-Yield Instructional Practices

Action Step TITLE II/C: Provide all K-11 core subject teachers with the knowledge and resources to engage in curriculum mapping

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

Purpose To ensure students transferring schools within the district do not develop curriculum gaps and to

Persons Responsible
D. Furman D. Oliverio J. Nuzum

Target Audience K-11 core subject teachers

Intended Impact on Audience Improved student achievement in the core subjects as measured by the

ensure that all students have been taught the essential CSOs measured on the WESTEST

district's benchmark assessments and WESTEST for all subgroups

Professional Development Self-Study ,Study Group ,Trainer Led

Professional Development Other Description Teachers will work collaboratively on early release days to journal and compare curriculum maps to benchmark and classroom assessment results

Federal Compliances Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Title II

Associated Goals/Objectives Low SES Reading/LA ,Low SES Math ,Minority Reading/LA ,Minority Math ,Special Needs Reading/LA ,Special Needs Math ,All Subgroup Reading/LA ,All Subgroup Math ,Benchmarking

Associated High Yield Strategies Prioritization and Mapping ,Balanced Assessment System ,Use of Data to Target Improvement Efforts

Action Step TITLE II/D: Effectively and efficiently implement district-wide formative (benchmark) assessment based on curriculum maps in the core subject content areas

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2008

Actual Begin Date
July 1, 2007

Actual End Date
June 30, 2008

Purpose To improve student achievement in the core subjects as measured by WESTEST

Persons Responsible
Dr. Phares T. Deadrick
D. Furman

Target Audience Core subject teachers in grades 3 through 10

Intended Impact on Audience Improved ability of core subject teachers in grades 3 through 10 to use formative (benchmark) assessment for learning

Professional Development Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Title II

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step TITLE II/E: In collaboration with the EETT program, plan, implement and evaluate a 5-day (30 hours) technology academy for the elementary (K-4) school teachers of Marion County

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2008

Actual Begin Date
July 1, 2007

Actual End Date
June 30, 2008

Purpose To enhance the ability of middle school elementary teachers to use technology in the instruction of students

Persons Responsible
Furman Deadrick
Chenoweth Morgan
Pitrolo

Target Audience Elementary (K-4) teachers

Intended Impact on Audience Improved ability of teachers to use and integrate technology tools into instruction

Professional Development Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Title II

Associated Goals/Objectives Low SES Reading/LA ,Minority Reading/LA ,Special Needs Reading/LA ,All Subgroup Reading/LA ,High-Yield Instructional Practices

Associated High Yield Strategies Research-Based High Yield Instructional Strategies ,Support for School-Based Professional Development that is Ongoing and Embedded ,Innovative Approaches to Meeting Subgroup Needs ,Use of Data to Target Improvement Efforts ,Professional Development

Action Step TITLE II/H: Provide training and on-going professional development support for individuals serving as FAST FORWARD coaches for the 2007-2008 school year

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose To improve the implementation of the Fast ForWord program reading intervention program in all Marion County schools	Persons Responsible G Deasy D Furman T Chenoweth T Deadrick	Target Audience All K-12 teachers serving as FAST FORWARD coaches	Intended Impact on Audience Improved implementation of usage of the Fast ForWord products
Professional Development Trainer Led	Professional Development Other Description Two-days (12hours) of training will be offered in August for all elementary and middle/high school coaces. Three hour follow-up sessions will be offered 2 weeks following the start-up date and again one and one-half month after the start up date in September.	Federal Compliances Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Title IV

Associated Goals/Objectives Bullying ,ATOD Violations **Associated High Yield Strategies** School Climate

Action Step -TITLE IV-Provide K-12th grade schools with Discovery Health Connections licenses and training

Projected Begin Date September 3, 2007	Projected End Date June 30, 2008	Actual Begin Date September 3, 2007	Actual End Date June 30, 2008
Purpose To reduce the number of ATOD/violence violations	Persons Responsible SDFS, school contacts	Target Audience K-12th grade students	Intended Impact on Audience 5% reduction in ATOD/violence referrals
Professional Development Trainer Led	Professional Development Other Description Teacher training to facilitate program implementation	Federal Compliances Title IV 01. Alcohol ,Title IV 02. Tobacco ,Title IV 03. Other Drugs ,Title IV 04. Violence, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Title V

Associated Goals/Objectives Technology **Associated High Yield Strategies** Technology Integration for Student Achievement

Action Step TITLE V: Provide private schools participation in the TITLE V programs and activities

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose To improve academic achievement of students enrolled in the private school sector in Marion County.	Persons Responsible Dr. Phares, T. Deadrick, D. Furman	Target Audience K-8 Fairmont Catholic School	
		Federal Compliances Title V 01. Technology activities related to school-based reform, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

Plan Section Title V

Associated Goals/Objectives Low SES Reading/LA ,Low SES Math ,Minority Reading/LA ,Minority Math ,Special Needs Reading/LA ,Special Needs Math ,All Subgroup Reading/LA ,All Subgroup Math **Associated High Yield Strategies** Use of Data to Target Improvement Efforts

Action Step TITLE V: Plan, implement and evaluate a program of formative assessment using technology on-line resources to ensure student mastery of the CSOs as measured by the WESTEST

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
Purpose To improve student achievement in the core subjects	Persons Responsible Dr. Phares T. Deadrick D. Furman D. Oliverio J. Nuzum	Target Audience Grades 3-10 Core subjects: Math, Reading/LA, Science and Social Studies	Federal Compliances Title V 01. Technology activities related to school-based reform, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

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

- 01 - Marion County will utilize state technology funds (Tools-for-Schools and TI) to provide students and teachers with Internet accessible computers.
- 02 - Marion County will provide voice, long distance and data lines for internet access.
- 03 - Marion County will provide cellular/paging service for administrators and bus drivers.
- 04 - Marion County will provide and maintain data lines, internal connections and Internet access for all sites
- 05 - Marion County will utilize high speed data lines for increased Internet access
- 06 - Marion County will request continued e-rate funding of T-1 data lines.
- 06 - Marion County will contract Web Hosting services.
- 07 - Marion County will provide voice and long distance telecommunications access to all schools.
- 08 - Marion County Schools will use web hosting funds to provide community access to Board policies and agendas as well as other Central Office functions.
- 09 - Marion County teachers and students will use the Internet for research.
- 10 - Marion County teachers, principals and counselors will use the Internet for access to the West Virginia Education System (WVEIS) for student data.
- 11 - Marion County will continue to purchase the necessary band width to support our video conferencing labs.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
---	--	--	---

Purpose To ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.	Persons Responsible Associate Superintendent, Principals, Teachers	Target Audience All schools
--	--	------------------------------------

Federal Compliances RLIS 03. Educational Technology, 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 Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/04-Ensure increased access to technology for students and teachers

- 01 - Tools-for-Schools (elementary/secondary) initiatives and local funds will be used to upgrade older classroom computers and/or school labs as well as add applicable white board technology
- 02 - Marion County will provide each teacher with a notebook computer and associated professional development
- 03 - Marion County Schools, through the use of Tools-for-Schools and TI funds, will replace/upgrade all elementary school network servers

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End
-----------------------------	---------------------------	--------------------------	-------------------

July 1, 2007 June 30, 2010 July 1, 2007 **Date**
 June 30, 2008

Purpose To improve the integration of technology and 21st century skills
Persons Responsible Associate Superintendent, Principals, Teachers
Target Audience All schools

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/05-Use innovative strategies (e.g., video conferencing) to provide for an effective model for the distance delivery or virtual delivery of instruction

01 - Marion County will provide students access to Virtual School and other distance learning opportunities

Projected Begin Date July 1, 2007 **Projected End Date** June 30, 2010 **Actual Begin Date** July 1, 2007 **Actual End Date** June 30, 2008

Purpose To enhance the curriculum offerings at high schools, middle schools and elementary schools
Persons Responsible Associate Superintendent, Principals, Teachers
Target Audience All schools

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/06-Promote collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers

- 01 - Marion County Schools will implement GradeQuick and EdLine for on-line parental access of student work
- 02 - School and county web pages will communicate with students, families and communities
- 03 - Teachers, administrators and county will use e-mail for collaboration and communication
- 04 - Marion County Schools will continue implementation of Project Gear-Up with FSU
- 05 - Marion County Schools, in partnership with a variety of community agencies, will continue to provide 21st Century Community Learning Centers

Projected Begin Date July 1, 2007 **Projected End Date** June 30, 2010 **Actual Begin Date** July 1, 2007 **Actual End Date** June 30, 2008

Purpose To improve communication with families and government and community stakeholders
Persons Responsible Associate Superintendent, Principals, Teachers
Target Audience All schools

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/07-Provide professional development activities for using the telecommunications network for training teachers and administrators

- 01 - Marion County will provide COMPASS training for new elementary and middle school teachers and administrators
- 02 - Competitive EETT grant funds will be utilized for the employment of a Technology Integration Specialist (TIS)
- 03 - Marion County Schools will employ three Technology Integration Coordinators
- 04 - Marion County will provide professional development support and access to curriculum software that is aligned to WV CSOs and curriculum maps for all elementary schools
- 05 - Marion County Schools will continue to provide focused professional development and support implementing EdLine and Grade Quick
- 06 - A summer technology academy will be provided for teacher professional development in using 21st century tools and resources
- 06 - Marion County principals will annually receive training on TestMate Clarity and will use the generated data in regular meetings with their core content area teachers

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
---	--	--	---

Purpose To improve the integration of technology including technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction

Persons Responsible Associate Superintendent, Principals, Teachers

Target Audience All schools

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

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

- 01 - Marion County will provide middle and high schools with state contract high-end computer technician support through Pomeroy Computer Resources and/or IBM
- 02 - Marion County will employ two RESA VII / Marion County assigned computer technicians as well as RESA VII technicians for specialized support as needed
- 03 - Marion County will use vendor help desks for hardware/software warranty support
- 04 - Marion County schools will use Norton and Windows updates as well as DeepFreeze Enterprise Edition (as applicable) to ensure reliability of the network

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date June 30, 2008
---	--	--	---

Purpose To improve the reliability of the network and the integration of technology

Persons Responsible Associate Superintendent, Principals, Teachers

Target Audience All schools

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step -TECH/09- To collaborate with adult literacy providers when appropriate

- 01 - Marion County Schools will maintain community access to site-based computer instruction (e.g. TOC labs/adult literacy provider collaboration)
- 02 - Marion County Schools will provide adult learners with GED preparation course work, basic skills tutorials and support services through the "Middle College Implementation Plan"

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

June 30, 2008

Purpose To improve the collaboration with stakeholders

Persons Responsible Associate Superintendent, Principals, Teachers

Target Audience All schools

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	90,875.00	66,338.75	24,536.25
		Data Lines	154,080.00	112,478.40	41,601.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	1,919.00	1,420.00	499.00
		Long Distance	3,541.00	2,620.00	921.00
		Paging	2,423.00	1,768.79	654.21
		Voice	115,530.00	84,336.90	31,193.10
		WAN	0.00	0.00	0.00
		Web Hosting	27,392.00	20,270.00	7,122.00
		E-rate Totals	376,867.00	278,881.00	97,985.00

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	89,078.00	65,918.02	23,160.38
		Data Lines	138,960.00	102,830.40	36,129.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	1,919.00	1,420.09	498.95
		Long Distance	3,540.00	2,620.31	920.65
		Paging	2,244.00	1,660.56	583.44
		Voice	113,732.00	84,161.73	29,570.35
		WAN	0.00	0.00	0.00
		Web Hosting	27,392.00	20,270.20	7,121.96
		E-rate Totals	376,866.00	278,881.31	97,985.33

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	108,963.60	79,543.43	29,420.17
		Data Lines	133,680.00	97,586.40	36,093.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	33,797.40	22,644.26	11,153.14
		Internet Access	1,919.04	1,400.90	518.14
		Long Distance	11,910.96	8,695.00	3,215.96
		Paging	2,883.60	2,105.03	778.57
		Voice	95,243.36	69,527.65	25,715.71
		WAN	0.00	0.00	0.00

	Web Hosting	25,324.68	18,487.02	6,837.66
	E-rate Totals	413,722.64	299,989.69	113,732.95
<hr/>				
State Basic Skills E-rate Application	2006 State Totals - BS/CE	0.00	0.00	0.00
<hr/>				
State SUCCESS E-rate Application	2006 State Totals - SUCCESS	0.00	0.00	0.00
<hr/>				
Funding Source	Year	Annual	Disc% Commit	County Match
<hr/>				
E-rate funds	2005 Cellular	65,100.00	48,174.00	16,926.00
	Data Lines	149,220.00	110,422.80	38,797.20
	Internal Conn Maint	120,000.00	91,200.00	28,800.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	6,000.00	4,440.00	1,560.00
	Long Distance	7,200.00	5,328.00	1,872.00
	Paging	0.00	0.00	0.00
	Voice	53,800.00	39,812.00	13,988.00
	Web Hosting	18,000.00	13,320.00	4,680.00
	E-rate Totals	419,320.00	312,696.80	106,623.20
<hr/>				
State Basic Skills E-rate Application	2005 State Totals - BS/CE	0.00	0.00	0.00
<hr/>				
State SUCCESS E-rate Application	2005 State Totals - SUCCESS	0.00	0.00	0.00
<hr/>				

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? 03/10/2006

- When was the public meeting held for CIPA Compliance? 10/17/2001

- Provide the URL to your acceptable use policy. www.marionboe.com

	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	2	2
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	24	1	25
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	2	2

11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
---	---	---	---

12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
---	---	---	---

13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
--	---	---	---

14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
--	---	---	---

15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
--	---	---	---

16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			
---	--	--	--

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process