FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MARSHALL COUNTY SCHOOLS MARSHALL CO. SCHOOLS ADMINISTRATIVE OFC

2700 E 4TH STREET

MOUNDSVILLE WV 26041-0

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"Good plans shape good decisions.
That's why good planning helps to make elusive dreams come true."

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Director of Title I &Student Services	Susan Jones
	Special Education Director	Rick Redd
	Superintendent	Alfred N. Renzella
	RESA-6 Director of Programs	Marian Kajfez
	Technology Director	Bill Burrall
	Asst. Superintendent	Wayne Simms
	Curriculum & Instruction	Bonnie Ritz
Business & Community	Mrs.	Lexie Hanket
	Mr.	Donald Haskins
	Ms	Linda Miller
	Ms	Rosalyn Rhodes
	Mr.	Dave Knuth
	Ms	Shelly Buzzard
	Mr.	Mark Crow
Other	Board Member	Mary Ellen Komorowski
Parents	Mrs.	Melanie Hummel
	Ms.	Gail Artimez
Service Personnel	Ms.	Cathy Givens
	Ms.	Karen Karpiel
	Ms.	Susie Baker
	Ms.	Patty Schwing
Students	Ms.	Jaimie Merinar
	Mr.	Brandon Smith
Teachers	Ms.	Jennifer Lipinski
	Ms.	Margaret Ripley
	Ms.	Phyllis Wharton
	Ms.	Barbara McNeil
	Mr.	David Soltesz

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

Marshall County Schools will provide a safe, supportive, and high quality learning environment that fosters intellectual, emotional, and social growth, empowering all to become confident, self-directed, lifelong learners in a continuously changing and competitive world.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. •the future depends on the success of our students.
2. •every student, in different ways and at different rates, will be educated to the fullest potential.
3. •mutual respect and shared responsibility are the keystones of learning.
4. •continuous improvement is imperative to enable students to become confident, self-directed, lifelong learners.
5. •all students and employees are entitled to a safe and caring environment.
6. •family and community involvement are vital to maintaining a high quality educational system.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	3,876.00
Other Funds	9,201.60
Technology E-rate	209,756.00
Technology E-rate County Match	72,328.64
Technology Local Share	20,074.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	74,273.00
TFS/Elementary Technology	68,715.00
TFS/Secondary Technology	84,746.00
Title II	399,374.00
Title IV Safe and Drug Free Schools	31,904.03
Title V	6,337.00
Total	**$ 980,585.27**

DATA ANALYSIS

A. EXTERNAL DATA

ANALYSIS

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

Marshall County has experienced a decrease of approximately one hundred students per year. Declining enrollment has resulted in decreased state aid, staff reductions, and program availability.

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

Marshall County has an aging population most of which are on a fixed income. This may impact the likelihood of passing bonds.

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

Not significant

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

No significant changes have occurred in the economic stability of Marshall County.

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

Approximately twenty-five percent of our students live in single parent homes with over twenty percent with family incomes within the poverty level. Implications: Parents may not be readily available to assist students educationally.

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

Social concerns include substance abuse and poverty.

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

Increased technological use and proficiency should positively impact school success and job readiness.

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

Involvement in school extracurricular activities (sports, band, drama, service activities) appear to positively impact student achievement. Afterschool jobs may negatively impact achievement.

PRIORITIES

1. Academic interventions and assistance for students from families that are economically disadvantaged will be emphasized.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

Marshall County has one school that failed to make AYP for the 2006-07 school year. school year. Moundsville Junior High School did not make AYP for the fourth consecutive year but is not required to offer School Choice since it is not a Title I School. In all fifteen Marshall County schools, many subgroups will require intense intervention to assist them to achieve at a higher level.

WESTEST Confidential Summary Report

There are achievement deficits in mathematics and reading/language arts in the SES and Disability subgroups. The "ALL STUDENT" data shows weaknesses in the math standards of measurement and data analysis and probability and in other specific standards at particular grade levels. The "ALL STUDENT" data in language arts indicates weaknesses in both reading and writing. From the data it appears that the more students with disabilites are isolated from regular classroom instruction the less likely they are to master the CSOs at their grade level.

WESTEST Confidential Item Analysis Summary

Analysis of the Confidential Item Analysis Summary indicates that 50% or more of students scored at 0 or 1 on Constructed Response Items requiring higher order thinking skills. Inconsistency in the percent of accuracy among items assessing a particular objective and standard reveals weakness in the students' ability to apply skills across a variety of tasks and item formats. "Word Problems" at the third grade level is an area which must be addressed.

WESTEST Confidential Roster Report

Data from this report is more relevant to the individual schools as they determine remediation and acceleration activities.

WV Writing Assessment

At tenth grade Marshall County has 85% of students scoring at or above the Mastery Level. Approximately 71% of seventh graders scored at or above the mastery level. Sixty-seven percent of fourth graders scored at the mastery level. The county is addressing areas of concern by implementing the Kansas Writing strategies in all elementary schools, one junior high school, and both high schools. In addition, instructional strategies including the Four Square Writing Program is being implemented in elementary schools. Emphasis is being placed on writing instruction beginning at the Kindergarten level. Writing Across the Curriculum is emphasized in all subject areas.

SAT/ACT Results

SAT: Marshall County is experiencing a decrease in the percent of students taking the SAT. The county is experiencing an increase in the mean ACT Composite score.

ACT Explore - Grade 8 Middle School

Explore scores are consistent with national averages. The Science mean score (16.1) is higher than English mean score (13.8), the Mathematics mean score (14.2), and the Reading mean score (14.2). Marshall County's composite mean

score is 14.7. (The range of possible scores on the ACT Explore is 1-25.) Marshall County Schools eighth graders scored 0.4 points above the national average in Reading, 0.2 points above the national average in Science, 0.4 points below the national average in English, 0.9 points below the national average in Mathematics, and 0.2 points below the national average on the Composite Score.

ACT Plan - Grade 10 High School

Marshall County 2006-07 PLAN scores: The Science mean score (18.0) is higher than the English mean score (17.2), the Mathematics mean score (16.9) and the Reading mean score (16.9). Marshall County's composite mean score is 17.4. Scores increased in English, Mathematics, and Reading from 2005-06 to 2006-07. (The range of possible scores on the ACT PLAN is 1-32.) Marshall County Schools tenth graders scored 0.3 points above the national average in English, at the national average in Reading, 0.2 points below the national average in Science, 0.5 points below the national average in Mathematics, and 0.1 points below the national average on the Composite Score.

AP Testing Report/AP Rate

Marshall County is experiencing an increase in the number of students taking AP exams.

End of Course Testing Report for Career and Technical Education

While the Business classes improved on some End of Course Test scores, others did not. Office Management met the standards with a 90% pass rate while the percentage gain of 10% in other classes did not meet the standards. End of Course test scores in Agriculture Science met the standards in two of the four required classes and missed the standards by only 5% in 2. Updates to improvement plans will be done for the 2007-2008 school year.

Informal Reading Assessment

Dibels will serve as the Benchmark instrument in reading/language arts for students in grades K-1. Grade 2 will use Dibels and the county Benchmark instrument. Data indicates that many of our students need remediation as indicated by the IRA formative assessment used this school year.

Informal Math Assessment

Informal Math Assessment will serve as the Benchmark Assessment in mathematics for students in grades K-2. Data indicates that almost one fourth of our students need remediation as indicated by this formative assessment.

Formative and Benchmark Assessments

Marshall County implemented Benchmark Assessment in grades 3 through 10 beginning with the 2005-06 school year. During the 2006-07 school year, grades 2 through 10 participated in county-wide benchmark assessments in readling/language arts and math. Science grades 7 & 8 also participated in county-wide benchmarks. For the 2007-08 school year grades 3 -10 will continue to take 3 assessments in each content area mentioned above throughout the year at designated times. Grade 2 will use a combination of Dibels and county benchmark assessments. K-1 will use Dibels and IMA.

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

LEP students are identified through information provided by the parent/guardian on the Student Enrollment sheet. The Woodcock Munoz is used to determine services levels of LEP students.

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

Marshall County Schools had four LEP students enrolled at the time of the WESTELL administration (1 student in each of the grades 2, 4, 10, 11.) On the Composite score, 50% of the students scored in the Average range and 50% scored in the Limited range.

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

All LEP students participated in the state-wide testing program.

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

The total number of LEP students participating in the state-wide assessment in Marshall County was below 10. Therefore, data was not reported on this subgroup.

PRIORITIES

1. Increase academic achievement in reading/language arts for all subgroups, especially low SES and students with disabilties.

2. Increase academic achievement in math for all subgroups, especially low SES and students with disabilties.

3. Increase student achievement in writing with emphasis on mechanics and sentence structure.

4. Increase student achievement in science.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

No significant difference in attendance rates among subgroups with all groups having a high level of attendance.

Discipline Referral Report

Marshall County Schools recorded 4768 Discipline Referrals for FY 06. This compares with 2854 referrals in FY05 and 3084 referrals in FY 04. The increase in number of referrals can partially be attributed to more strict enforcement of the Student Code of Conduct and partially attributed to more accurate recording of discipline incidents at all school levels.

Dropout Rates/Graduation Rates (by subgroup if available)

Economically disadvantaged students and special education students leave school before completing graduation requirements at a higher rate than other subgroups. There was an increase in the graduation rate except in the low SES and special education subgroups.

College Enrollment Rate

Marshall County Schools has a 65% post secondary attendance rate.

College Developmental Course Rate

Efforts to improve student achievement in mathematics and reading/language arts will help to reduce the number of students needing developmental courses upon entry into higher education.

PRIDE Survey

PRIDE was not administered to Marshall County students during the 2006-07 school year.

Results of Nationally Recognized Physical Fitness Test

Marshall County students participate in the Fitness Gram assessment. Physical education teachers continue to monitor student progress.

Youth Risk Behavior Survey

WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005

TOBACCO
Percentage of students who smoked cigarettes on one or more of the past 30 days 25.3%
Percentage of students who smoked cigarettes on school property on one or more of the past 30 days 8.3%

ALCOHOL
Percentage of students who had at least one drink of alcohol on one or more of the past 30 days 41.5%"" />
Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days 6.4%

MARIJUANA/OTHER DRUGS
Percentage of students who used marijuana one or more times during the past 30 days 19.6%
Percentage of students who used marijuana on school property one or more times during the past 30 days 4.9%

Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months 24.8%

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life time 6%

CIMP Self Assessment

- Continued IEP training is needed to assure compliance with IDEA 2004 regulations.
- Although Marshall County's Special Education population is slowly declining, our Special Education population (22.01%) needs to be more comparable to state data (18.82%). Our SLD population (7.75%) needs to be more comparable to state data (5.31%).Our CD population (7.48%) needs to be more comparable to state data (5.29%).
- Marshall County's graduation rate among students with disabilities (90.48%) needs to increase.
- Marshall County's dropout rate among students with disabilities (5.66%) needs to decrease.
- Regarding discipline procedures, Marshall County needs to assure that policies and procedures are followed whenever a student with a disability is removed and the removal constitutes a change of placement. Additional discipline training is needed to assure that IDEA 2004 requirements are followed.
- Research-based strategies will be implemented to assure that students with disabilities will make continuous progress (AYP) within the state's system for educational accountability.
- Additional training and the IEP Transition Checklist will be provided to assure that all transition requirements will be met.

Special Education Data Profiles

- Marshall County's Special Education population (22.01%) needs to be more comparable to state data (18.82%). Our SLD population (7.75%) needs to be more comparable to state data (5.31%).Our CD population (7.48%) needs to be more comparable to state data (5.29%).
- Marshall County's graduation rate among students with disabilities (90.48%) needs to increase.
- Marshall County's dropout rate among students with disabilities (5.66%) needs to decrease.
- Students with disabilities will make continuous progress (AYP) within the state's system for educational accountability.

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

Marshall County Schools has three LEP students currently enrolled. This is less than one percent of the student population.

LEP - What are the major language groups?

Our LEP students native languages are:

Spanish

Korean

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

No immigrant students are currently enrolled in Marshall County Schools.

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

No migrant students are currently enrolled in Marshall County Schools.

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

Two schools in Marshall County serve LEP students. This is approximately 13% of the schools.

PRIORITIES

1. Increase the graduation rate for economically disadvantaged students and special education students.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

One of the high schools was recently audited and the school addressed areas of concerns including curriculum during the follow-up onsite review. MJHS was monitored during the 2006-07 school year. The identified areas are being emphasized for improvement. Ongoing effort is needed to ensure that areas addressed are maintained and continuously improving.

Walkthrough Summmaries

Principals complete walk throughs on the regular basis and target the areas of CSOs, student engagement, instructional strategies, and higher level questioning.

Highly Qualified Personnel Report

The most recent report revealed teachers meet the highly qualitfied requirements.

Framework Assessment of High Yield Practices

A systematic, systemic approach to selected implementation of high yield strategies is in place.

Digital Divide Report (Technology)

Digital divide reports indicate a great need to update legacy hardware and software in Marshall County Schools. Surveys indicated that currently there are 65% Windows XP PCs in the district.

PRIORITIES

1. Curriculum alignment and research based instructional strategies will be emphasized stressing student academic achievement on the CSOs. Benchmark assessments will direct instruction so teachers can target areas of need for individuals and groups of students.

2.

The schools will address Positive Behavior Support. JMHS will continue the second year of a program designed to promote faculty student engagement, multicultural education, relationship building across grades and years with a continuing group of peers, and a consistent teacher and counselor who address areas of specific needs and interest to high school students.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Goal 1: Marshall County Schools will increase the percentage of students from the low SES subgroup who are performing at Mastery Level in Reading/Language Arts and Mathematics reaching Marshall County's mandated targeted percentage for students at the Mastery Level in the year 2009-2010.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1. The percentage of low SES students scoring at the mastery or above levels on the WESTEST will increase in mathematics by 4% each year, until the year 2009-10.	Improve math for low SES	0.69	0.89
1.2	The percentage of low SES students scoring at the mastery or above on the WESTEST will increase in Reading by 4% each year, until the year 2009-10.	Improve reading for low SES	0.70	0.90

Goal 2: Goal 2: Marshall County Schools will increase the percentage of students in the Disability subgroup who are performing at Mastery Level in Reading/Language Arts and Mathematics reaching Marshall County's mandated targeted percentage for students at the Mastery Level in the year 2009-2010.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percentage of students in the disability subgroup scoring at mastery or above levels on the WESTEST will increase in mathematics by 5% each year, until the year 2009	Improve math for SWD	0.36	0.61
2.2	The percentage of students in the disability subgroup scoring at the mastery or above levels on the WESTEST will increase by 5% each year in Reading, until the year 2009-10.	Improve reading for SWD	0.35	0.60

Goal 3: Goal 3: Marshall County will increase the overall percentage of students performing at Mastery Level, Above Mastery Level, and Distinguished level in Reading/Language Arts and Mathematics by 2009-2010.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	The percentage of increase at the levels of mastery and above on the WESTEST will be at least 3% per year in Reading, until 2009-2010.	Improve reading for all	0.77	0.92
3.2	The percentage of increase at the levels of mastery and above on the WESTEST will be at least 3% per year in mathematics, until 2009-2010.	Improve math for all	0.79	0.94

Goal 4: All students will be educated in a safe and drug free learning environment that supports academic achievement. (Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To reduce the number of violence (Aggressive) and/or weapons related incidents in or on school grounds by 5% each year.	Weapons/Violence Violations	310.00	252.50
4.2	To reduce disciplinary infractions related to bullying by 5% per year. (Data for 2005-06 school year was not collected.)	Bullying	0.00	166.96
4.3	To reduce the number of alcohol, tobacco, and/or other drug policy violations by 5% each year.	ATOD Violations	110.00	89.60
4.4	To maintain 100% student participation in the Character Education Program in grades K-5.	Character Education	0.00	100.00
4.5	To increase Parent Involvement in ATOD and Violence Prevention Awareness Program by 10% per year.(Data for 2005-06 and 2006-07 school years was not collected. It will be collected for 2007-08.)	Parent Involvement	0.00	36.00
4.6	To assure the appropriate administration and coordination of the Title IV Progam through two day per week service to the Safe and Drug Free Schools Program by	Title IV Coordination	0.00	2.00

	the Safe and Drug Free Schools Prevention Specialist.			
4.7	To train one staff member per school to implement the Too Good for Violence/Too Good for Drugs Programs during the 2007-2008 school year and to train an addtional two staff members from throughout the county per year in the Too Good for Violence/Too Good for Drugs Programs.	Too Good for Violence/Drugs	0.00	19.00

Goal 5: Marshall County Schools will enhance teaching and learning through the use of 21st Century Skills via technology to increase student achievement levels.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	Increase the number of Windows XP computers.	Technology Upgrades and Replacement	0.55	1.00

Goal 6: Increase the number of schools having adequate security systems in place.

	Objective	Objective Short Name	Baseline	5-year Target
6.1	Ensure adequate security is in place at each school facility.	Technology Security Enhancements	0.00	1.00

Goal 1: Goal 1: Marshall County Schools will increase the percentage of students from the low SES subgroup who are performing at Mastery Level in Reading/Language Arts and Mathematics reaching Marshall County's mandated targeted percentage for students at the Mastery Level in the year 2009-2010.

Objective 1.1 1. The percentage of low SES students scoring at the mastery or above levels on the WESTEST will increase in mathematics by 4% each year, until the year 2009-10.

As measured by:
Westest is the main indicator, but IMA and benchmark formative assessment will be used to monitor student progress.

Baseline Data 0.69

Targets		Actual	
2005-2006	0.73	**2005-2006**	0.70
2006-2007	0.77	**2006-2007**	0.72
2007-2008	0.81	**2007-2008**	N/A
2008-2009	0.85	**2008-2009**	N/A
2009-2010	0.89	**2009-2010**	N/A

Objective 1.2 The percentage of low SES students scoring at the mastery or above on the WESTEST will increase in Reading by 4% each year, until the year 2009-10.

As measured by:
Westest is the main indicator, but IRA and benchmark formative assessment will be used to monitor student progress.

Baseline Data 0.70

Targets		Actual	
2005-2006	0.74	**2005-2006**	0.72
2006-2007	0.78	**2006-2007**	0.74
2007-2008	0.82	**2007-2008**	N/A
2008-2009	0.86	**2008-2009**	N/A
2009-2010	0.90	**2009-2010**	N/A

Goal 2: Goal 2: Marshall County Schools will increase the percentage of students in the Disability subgroup who are performing at Mastery Level in Reading/Language Arts and Mathematics reaching Marshall County's mandated targeted percentage for students at the Mastery Level in the year 2009-2010.

Objective 2.1 The percentage of students in the disability subgroup scoring at mastery or above levels on the WESTEST will increase in mathematics by 5% each year, until the year 2009

As measured by:
Westest is the main indicator, but IMA and benchmark formative assessment will be used to monitor student progress.

Baseline Data 0.36

Targets		Actual	
2005-2006	0.41	**2005-2006**	0.42
2006-2007	0.46	**2006-2007**	0.48
2007-2008	0.51	**2007-2008**	N/A
2008-2009	0.56	**2008-2009**	N/A
2009-2010	0.61	**2009-2010**	N/A

Objective 2.2 The percentage of students in the disability subgroup scoring at the mastery or above levels on the WESTEST will increase by 5% each year in Reading, until the year 2009-10.

As measured by:
Westest is the main indicator, but IRA and benchmark formative assessment will be used to monitor student progress.

Baseline Data 0.35

Targets		Actual	
2005-2006	0.40	**2005-2006**	0.37
2006-2007	0.45	**2006-2007**	0.40
2007-2008	0.50	**2007-2008**	N/A
2008-2009	0.55	**2008-2009**	N/A
2009-2010	0.60	**2009-2010**	N/A

Goal 3: Goal 3: Marshall County will increase the overall percentage of students performing at Mastery Level, Above Mastery Level, and Distinguished level in Reading/Language Arts and Mathematics by 2009-2010.

Objective 3.1 The percentage of increase at the levels of mastery and above on the WESTEST will be at least 3% per year in Reading, until 2009-2010.

As measured by:
Westest is the main indicator, but IRA and benchmark formative assessment will be used to monitor student progress.

Baseline Data 0.77

Targets		Actual	
2005-2006	0.80	**2005-2006**	0.80
2006-2007	0.83	**2006-2007**	0.81
2007-2008	0.86	**2007-2008**	N/A
2008-2009	0.89	**2008-2009**	N/A
2009-2010	0.92	**2009-2010**	N/A

Objective 3.2 The percentage of increase at the levels of mastery and above on the WESTEST will be at least 3% per year in mathematics, until 2009-2010.

As measured by:
Westest is the main indicator, but IMA and benchmark formative assessment will be used to monitor student progress.

Baseline Data 0.79

Targets		Actual	
2005-2006	0.82	**2005-2006**	0.78
2006-2007	0.85	**2006-2007**	0.80
2007-2008	0.88	**2007-2008**	N/A
2008-2009	0.91	**2008-2009**	N/A
2009-2010	0.94	**2009-2010**	N/A

Goal 4: All students will be educated in a safe and drug free learning environment that supports academic achievement. (Title IV)

Objective 4.1 To reduce the number of violence (Aggressive) and/or weapons related incidents in or on school grounds by 5% each year.

As measured by:
WVEIS

Baseline Data 310.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	310.00
2006-2007	294.50	**2006-2007**	195.00
2007-2008	279.78	**2007-2008**	N/A
2008-2009	265.79	**2008-2009**	N/A
2009-2010	252.50	**2009-2010**	N/A

Objective 4.2 To reduce disciplinary infractions related to bullying by 5% per year. (Data for 2005-06 school year was not collected.)

As measured by:
WVEIS, Counselor and Principal Report

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	195.00
2007-2008	185.00	**2007-2008**	N/A
2008-2009	175.75	**2008-2009**	N/A
2009-2010	166.96	**2009-2010**	N/A

Objective 4.3 To reduce the number of alcohol, tobacco, and/or other drug policy violations by 5% each year.

As measured by:
WVEIS

Baseline Data 110.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	110.00
2006-2007	104.50	**2006-2007**	65.00
2007-2008	99.28	**2007-2008**	N/A
2008-2009	94.31	**2008-2009**	N/A
2009-2010	89.60	**2009-2010**	N/A

Objective 4.4 To maintain 100% student participation in the Character Education Program in grades K-5.

As measured by:
Counselor Reports

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**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 To increase Parent Involvement in ATOD and Violence Prevention Awareness Program by 10% per year.(Data for 2005-06 and 2006-07 school years was not collected. It will be collected for 2007-08.)

As measured by:
Rosters of Attendance at Parenting Workshops

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	0.00
2007-2008	30.00	**2007-2008**	N/A
2008-2009	33.00	**2008-2009**	N/A
2009-2010	36.00	**2009-2010**	N/A

Objective 4.6 To assure the appropriate administration and coordination of the Title IV Progam through two day per week service to the Safe and Drug Free Schools Program by the Safe and Drug Free Schools Prevention Specialist.

As measured by:
Time and effort documentation by the Safe and Drug Free Schools Prevention Specialist.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	2.00
2007-2008	2.00	**2007-2008**	N/A
2008-2009	2.00	**2008-2009**	N/A

2009-2010	2.00	**2009-2010**	N/A

Objective 4.7 To train one staff member per school to implement the Too Good for Violence/Too Good for Drugs Programs during the 2007-2008 school year and to train an addtional two staff members from throughout the county per year in the Too Good for Violence/Too Good for Drugs Programs.

As measured by:
Counselor logs, Title IV Coordinator report

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	0.00
2007-2008	15.00	**2007-2008**	N/A
2008-2009	17.00	**2008-2009**	N/A
2009-2010	19.00	**2009-2010**	N/A

Goal 5: Marshall County Schools will enhance teaching and learning through the use of 21st Century Skills via technology to increase student achievement levels.

Objective 5.1 Increase the number of Windows XP computers.

As measured by:
Digital divide survey and onsite reviews of hardware operating systems.

Baseline Data 0.55

Targets		Actual	
2005-2006	0.65	**2005-2006**	0.45
2006-2007	0.75	**2006-2007**	0.65
2007-2008	0.85	**2007-2008**	N/A
2008-2009	0.96	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

Goal 6: Increase the number of schools having adequate security systems in place.

Objective 6.1 Ensure adequate security is in place at each school facility.

As measured by:
Number of security systems installed and active in schools.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.20	**2005-2006**	0.20
2006-2007	0.30	**2006-2007**	0.20
2007-2008	0.60	**2007-2008**	N/A
2008-2009	0.90	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Change Based on Internal and External Factors	Title I, II, V compliance 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) Dufour, Richard and Robert Eaker (1998)
Differentiated Instruction	Title III , II Compliance To teach each student from his or her point point of entry into the curriculum and perspecitive as learner is a very difficult untertaking. Teachers should not be interested in the education labels his/her students wear, but should be seeking the particular interests and needs of students in order to guide their instruction. In any classroom, a teacher will have tomake the adaptations necessary to endure student learning. Teachers should strive to make school and learning the thing to do for all studnets. Teachers should strive to make school and learning the thing to do for all students. Differentiation can lead to the maximizing of each student's full possibilities. Tomlisnson, Carol Ann, Professor of Educational Leadership, Foundations, and Policy Studies, CUrry School of Ed., University of Virginia, Charlottesville, VA Sheltered Instruction for Limited English Proficient students uses modified instruction to make the grade level objectives and instruciton comprehensible to the LEP student. Teachers make the content comprehensibel through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multcultural content and native language support. ESL (LEP) students are "sheltered" in that they do not compete academically with native English speakers. Debela, Nega, Ph.D., "Sheltered Instruction and Cultural Sensitivity Training", Marshall University, Huntington, WV. 2003.
Pre K-12 Literacy Model	
Highly Qualified Teachers	Title I, II compliance Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy

surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.

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

Title I compliance

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

Title I compliance

We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time."" />
Guideline #1: Recognize Change as Both an Individual and Organizational Process
Guideline #2: Think ***Big***, but Start ***Small***
Guideline #3: Work in Teams to Maintain Support
Guideline #4: Include Procedures for Feedback on Results
Guideline #5: Provide Follow-Up, Support, and Pressure
Guideline #6: Integrate Programs
What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.
Thomas Guskey (1995)

Prioritization and Mapping	Title I, II, V compliance If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)*
Adjustment of Instructional Time	Title I, II, V compliance"" For the past 150 years, American public schools have held time constant and let learning vary. The key to liberating learning lies in unlocking time. Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners has been identified as a high yield strategy. There is no magic number of days or hours which guarantees that all students will learn. Given an average academic day of 5.5 hours and a 180 day school year, many students will need more time and some will need less. In addition, many students today are growing up without family support for their education when they return home. Therefore, schools must offer additional instruction beyond the academic school day to augment their learning. Time may be added before school, after school, within the school day in addition to regular instruction and/or during the summer break to remediate and accelerate regular instruction. Research shows that to be academically effective, extended time must last minimally either one hour, four days a week during the school year, or for four to six weeks during the summer. Prisoners of Time: Report of the National Education Commission on Time and Learning, April 1994. Cooper, Harris. "Is the School Calendar Outdated?" Paper presented at the conference, "Summer Learning and the Achievement Gap: First National Conference," <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" />John Hopkins University Center for Social Organization of Schools, Baltimore MD (July 18, 2000.) Hail, 2006 and Vaughn, 2000.
Time and Resources to Support School-Based Learning Communities	Title I, II, V compliance" Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement. Fuchs, L.S., Fuchs, D (2002)

Innovative Approaches to Meeting Subgroup Needs	Title I, II, III, V compliance" <:namespace prefix = o /> Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Title I compliance There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research. The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same. Lezotte, Lawrence W. (1991) *Correlates of Effective Schools*. Okemis, MI Effective Schools Products, Ltd.
Developmental Guidance with Character and Career Education Development	Title I, II, III, IV, V compliance" <:namespace prefix = o /><:namespace prefix = o /> Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development. Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access*. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)
Effective Transition Pre K to Post Secondary	Title I, II compliance" A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: 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).
Parents as Respected and Valued Partners	Title I, IV compliance" <:namespace prefix = o /> More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994). Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement." # Parental Involvement **Supporting Citations:** Ceballo, R., Ramirez, C., Hearn, KD, et al. (2003). Community violence and children's psychological well-being: does parental monitoring matter?. *Journal of clinical child and adolescent psychology* 32(4), pp. 586-592. # Family and Community Involvement **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.**

	Supporting Citation: Tobler, N. (2000). Lessons learned. *Journal of Primary Prevention*, 20(4) 261-274.
Use of Data to Target Improvement Efforts	Title I, II, V Compliance" 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. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (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. (*Guide to Using Data in School Improvement Efforts*. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory. 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. Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)
Pre K-12 Mathematics Model	
21st Century Learning Skills	
Support System for Student Physical and Social and Emotional Needs	**Title IV, V Compliance** # Comprehensive, Multi-Component Approach **Programs that use a combination of (1) normative education, (2) information about the consequences of drugs and violence and (3) social skills training, including social influences training (especially peer pressure resistance skills) are more successful in preventing drug use, crime and delinquency than using a single approach.** **Supporting Citations:** Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. *Journal of Clinical and Consulting Psychology*, 63, 676-677. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), *Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress* (pp. 5-1 - 5-74). Washington, DC: US

Department of Justice.

Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. *Health Education Research: Theory and Practice* 7(3), 403-430.

Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Pscyhological Bulletin*, 112(1), 64-105.

CHARACTER EDUCATION

In the U.S. Department of Education Office of Safe and Drug-Free Schools brochure Character education . . . our shared responsibility, Character Education is defined and the role of the school in Character Education is described:

"Character education teaches the habits of thought and deed that help people live and work together as families, friends,"" /><:namespace prefix = o /><:namespace prefix = o /> neighbors, communities and nations.

Character education is a learning process that enables students and adults in a school community to understand, care about
and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.
Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities
that serve as the foundation of our society.

What is the school's role in character education?
Students spend much of their young lives in classrooms. This time in school is an opportunity to explain and reinforce the
core values upon which character is formed.

In school, character education must be approached comprehensively to include the emotional, intellectual and moral
qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss and enact
positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

To successfully implement character education, schools are encouraged to:

J Take a leadership role to bring the staff, parents and students together to identify and define the elements of character they want to emphasize;
J Provide training for staff on how to integrate character education into the life and culture of the school;
J Form a vital partnership with parents and the community so that students hear a consistent message about character traits essential for success in school and life; and
J Provide opportunities for school leaders, teachers, parents and community partners to model exemplary character traits and social behaviors."

U. S. Department of Education, Character education . . . our shared responsibility, April 20, 2005.

Leadership Development

21st Century Content	
Integration of 21st Century Learning	
Other Strategy Effective preschool early intervention programs	Title I, II, V 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 Social Skills Training	**Title V, IV Compliance** **Social Skills Training** **Social Skills Training means focusing on a range of social competency skills (e.g. developing self-control, stress management, responsible decision-making, social problem solving, and communication skills). It is an integral part of the**

Comprehensive, Multi-Component Approach.

Supporting Citations:

Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. *Journal of Clinical and Consulting Pscyhology*, 63, 676-677.

Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), *Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress* (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.

Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. *Health Education Research: Theory and Practice* 7(3), 403-430.

Horner, R.H., Sugai, G., Lewis-Palmer, T.and Todd, A.W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional & Behavioral Disorders in Youth* , 1(4), pp. 77-79.

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. *School Psychology Review*, 27(3), pp. 446-459.

Mayer, G.R., and Sulzer-Azaroff, B. (1991). Interventions for vandalism. In G. Stoner, M.K. Shinn and H.M. Walker (Eds.) *Interventions for achievement and behavior problems* (pp. 559-580). Washington, D.C.: National Association of School Psychologists

Payton JW, Wardlaw DM, Graczyk PA et al. (2000). Social and emotional learning: a framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health* 70 (5) pp. 179-185.

Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *Journal of Primary Prevention*, 18(3), 341-361.

Other Strategy
Conflict Resolution and Peer Mediation

Title V, IV compliance

Conflict Resolution and Peer Mediation

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. *Journal of School Health* 65(10), 426-431.

Other Strategy
School Climate

Title II, V, IV Compliance

School Climate

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.

Supporting Citations:

Cotton, Kathleen. (2001). Schoolwide and classroom discipline. *School Improvement Research Series*, Close-Up #9.

O'Donnell J., Hawkins, J.D., and Abbot, R.D. (1995). Predicting serious delinquency and substance use among aggressive boys.. *Journal of Clinical and Consulting Psychology*, 63, 529-537.

Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), *Strategies to reduce student misbehavior*

(pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement.

Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), *Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress* (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.

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 . *School Psychology Review* 27(3), pp. 446-459.

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.

Horner, R.H., Sugai, G., Lewis-Palmer, T.and Todd, A.W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional & Behavioral Disorders in Youth* , 1(4), pp. 77-79.

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. *School Psychology Review*, 27(3), pp. 446-459.

McNeely CA, Nonnemaker JM, Blum RW (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72 (4), pp. 138-146.

Other Strategy
Refusal and Resistance Skills Training

Title V, IV Compliance

Refusal/Resistance Skills Training

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.

Supporting Citations:

	Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. Journal of School Health, 65(10), 420-425. ***Elias, J.J. et al. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program American Journal of Ortho- psychiatry, 61(3), 409-417.***
Other Strategy Risk and Protective Factors Approach	**Title IV, V Compliance** **Risk-Focused Approach** **Research suggests that prevention programs should address risk factors.** **Supporting Citation:** Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Pscyhological Bulletin*, 112(1), 64-105. Miller GE, Brehm K, Whitehouse S (1998). Reconceptualizing school-based prevention for antisocial behavior within a resiliency framework. *School Psychology Review*, 27(3), 364-379. Moon DG, Jackson KM, Hecht ML (2000). Family risk and resiliency factors,

	substance use, and the drug resistance process in adolescence. *Journal of Drug Education*, 30(4), 373-395.
Other Strategy Social Influences	**Title IV Compliance** # Social Influences **An emphasis on social influences such as advertising and media as well as the influence of friends (peer resistance skills training) and family members as role models are an important part of the Comprehensive, Multi-Component Approach. Research has shown that a focus on social influences is a critical aspect of effective drug prevention education.** **Supporting Citation:** Epstein,J., Botvin,G., Baker,E. & Diaz,T. (1999). Impact of social influences and problem behavior on alcohol use among inner-city hispanic and black adolescents. *Journal of Studies on Alcohol*, 60(5), p. 595-604. Hawkins, W.B., Catalano, R.F. & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Pscyhological Bulletin*, 112(1), 64-105. Scott,D.M., Surface,J.L., Friedli,D. & Barlow,T.W. (1999). Effectiveness of Student Assistance Programs in Nebraska schools. *Journal of Drug Education*, 29(2) p. 165-174.

Technology Plan

Submitted by - wlb48001 2007-06-25 07:36:05.0

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,

Marshall County Schools continues to lead the state in developing forward thinking strategies in order to enhance teaching and learning opportunities having a direct effect on improving student achievement levels. The primary goal continues to replace all non-Windows XP PCs with upgrades or new computers so that all schools will be able to fully utilize software and online resources to better address increasing student achievement levels. Current and emerging software and interactive online testing resources require higher level operating systems and increased PC memory levels. These upgrades and enhancements will ensure that students and teachers have accees to much needed 21st Century Skills. In additonal to the above goal, part of the process to enhance student achievement will be the continued deployment of Numonics boards for every school coupled with fixed mount projection systems, document cameras, surround sound systems with TV cable, VCR, and DVD capabilities. These systems continue to be enhanced by video streaming in all schools. All schools in our district are now at T-1 access. Through the use of Numonics interactive multimedia, teachers will be better prepared to do whole group instruction. In the elementary schools, Numonics boards will serve to enhance instruction as ALL Compass lab instruction is taking place through recently installed new Windows XP systems in every school lab. We will be piloting Oydessy at Cameron Elementary in 2006 - 2007. At the secondary level, interactive Numonics Intelliboards boards continue to be strategically placed so that all students will have access to them in cross-curriculm environments. Marshall County Schools will provide distance learning opportunities to students through the Virtual School environment as needed on a per school basis. WVDE allotments this year will focus on the procurement of Windows XP Professional upgrades and replacement systems and the aforementioned Numonic Intelliboard technology. Professional development will also be scheduled to keep pace with upgrades to all technology and software upgrades.

Marshall County Schools has completed a system-wide school security audit and has initiated plans to assess, install, upgrade and enhance safety systems county-wide in all facilities. Work is underway to begin installation of access and control systems for doors, video surveillance, sensor card entry systems, etc.

Technology Needs Assessment

Digital divide reports indicate a great need to update legacy hardware and software in Marshall County Schools. Surveys indicated that currently there are 65% Windows XP PCs in the district.

Action Steps

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

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Plan Section Special Education

Associated Goals/Objectives Improve math for SWD ,Improve reading for SWD

Associated High Yield Strategies Differentiated Instruction ,Adjustment of Instructional Time ,Innovative Approaches to Meeting Subgroup Needs ,Support System for Student Physical and Social and Emotional Needs ,Effective Transition Pre K to Post Secondary ,Parents as Respected and Valued Partners ,Effective preschool early intervention programs ,School Climate

Action Step Purchase materials, supplies and equipment to ensure the provision of a free appropriate public education for eligible students with disabilities and exceptionalities.

- Purchase computer hardware and instructional and/or management software for Special Education and inclusive classrooms/programs
- Purchase diagnostic materials, supplies and equipment
- Purchase supplies, materials and equipment for special education programs including: classroom use, PT/OT, PERC, Transition/work study, and CBI

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

Purpose	Persons Responsible	Target Audience
To provide the necessary tools to assure the provision of a free appropriate public education for students with special needs	Special Education Director	Students with disabilities and/or exceptionalities

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

Federal Compliance Monies $ 189,240.00

SpecEd School Age-$ 142,000.00 SpecEd Pre-School-$ 21,240.00 SpecEd State Funds-$ 26,000.00

Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

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

01 - TECH- Upgrade legacy PCs from Windows '95 and '98 to Windows XP through 2006-2007 TFS initiative allotments.

02 - In all K-6 facilities (Elementary TFS)Install electronic whiteboards, ceiling mount projection, document cameras, surround sound system and teacher PC as presenter device.

03 - Acquire additional internet ready PCs through Telecommuncations infrastructure funds

04 - Upgrade and replace legacy hardware and software in all schools.

05 - Increase the number of Numonics Boards in the district

06 - In all 7-12 facilities (TFS)Install electronic whiteboards, ceiling mount projection, document cameras, surround sound system and teacher PC as presenter device. Add additional PCs in distributed classroom models for increased use by teachers.

07 - Utilize Tools for Schools funds for technology infrastructure to increase technology integration and improve student achievement

08 - Utilize school safety audits to develop plans to add, upgrade, and enhance security systems in all facilities

09 - Purchase assistive technology devices for use with special needs students' instruction

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Marshall County schools.	Technology coordinator	Students/Educators

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

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

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Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

Action Step TECH/2: Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

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01 - Upgrade and replace legacy software in all schools.

03 - Use of electronic whiteboards in the classroom for curriculum integration

04 - In grades 9 and 10, the Cognitive Tutor by Carnegie Learning software program has been purchased by the county and staff development provided

05 - Use curriculum software (aligned to the WV CSOs) to improve student achievement

06 - Continue access to EBSCO databases and Follett online school libraries.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To improve the use of 21st century tools and resources to imporve student achievement.	Technology coordinator. school technology contacts, principals, teachers	Students/Educators

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

Plan Section Title IV

Associated Goals/Objectives Weapons/Violence Violations ,Peer Mediation ,Bullying ,ATOD Skills ,ATOD Violations ,Character Education

Associated High Yield Strategies Developmental Guidance with Character and Career Education Development ,Social Skills Training ,Conflict Resolution and Peer Mediation ,School Climate ,Refusal and Resistance Skills Training ,Risk and Protective Factors Approach ,Social Influences

Action Step #T4# TITLE IV/TECH- Continue to provide training and implement Discovery Health Connection in the following schools: John Marshall High School, Cameron High School, Central Elementary School, and Glen Dale Elementary School

TIV-C1-B - Provide training for and implement Discovery Health Connection.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 27, 2007	June 5, 2008	?	?

Purpose	Persons Responsible	Target Audience	Intended Impact on Audience
To provide information related to ATOD, Violence, Health and Safety to teachers counselors, and students in the designated schools	RESA-6 Regional Tobacco Prevention Specialist, Marshall County Safe and Drug-Free Schools Prevention Specialist	Teachers, counselors, and students in designated schools	To increase awareness and skill of teachers and counselors in the use of Discovery Health Connection

Professional Development Coaching ,Self-Study ,Study Group ,Trainer Led

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

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

Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

Action Step TECH/3: Ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

01 - Utilize online resources such as Thinkfinity, SAS in school, and Discovery United Streaming.

02 - Implement video streaming integration

03 - Provide cellular services for enhanced safety and communication/collaboration

04 - Continue long distance, local voice and paging services for enhanced safety and improved communication and collaboration

05 - Maintain access to Bridges, SAS, Thinkfinity and other online resources.

06 - Provide parents with school information via school web pages.

07 - Utilization of high speed data lines (T-1) in all schools to ensure student & teacher access to remote resources.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.	Technology coordinator. school technology contacts, principals, teachers	Students/Educators

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

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

Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

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

01 - Utilize Tools for Schools funds for elementary and secondary facilities to increase technology integration and improve student achievement

02 - Marshall County Schools will provide students with insructional software and materials that may include, but are not limited to, Cognitive Tutor, Edutest, and other technology based programs that support student learning and achievement.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

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

Persons Responsible Technology coordinator. school technology contacts, principals, teachers

Target Audience Students/Educators

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

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

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Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

Action Step TECH/5: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources

01 - Provide access and support to Virtual School environments to enhance learning opportunities

02 - Utilize online resources such as Thinkfinity, SAS in school, and Discovery United Streaming.

03 - Video Streaming integration

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Persons Responsible Technology coordinator. school technology contacts, principals, teachers

Target Audience Students/Educators

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

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

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Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

Action Step TECH/6: Promote parental involvement and improved collaboration with community/home through the user of 21st century tools and resources

01 - Provide parents with school information via school web pages.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To improve communication and collaboration

Persons Responsible Technology coordinator. school technology contacts, principals, teachers

Target Audience Students/Educators

Federal Compliances Technology 06-21st Century

Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

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Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

Action Step TECH/7: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

01 - The county will train teachers and administrators in 21st Century Learning Skills including but not limited to technology integration and application, higher level thinking skills and self-directed learning.

02 - Technology and staff development will be provided by the county to enhance and support student academic achievement

03 - Provide Compass Learning & Compass Odyssey Sysop support

04 - Tools for schools server sysop support training

05 - Provide instruction for instructional leaders in the use of technology as productivity tools

06 - Continue to provide training and implement Discovery Health Connection in the following schools: John Marshall High School, Cameron High School, Central Elementary School, and Glen Dale Elementary School

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To provide rigor, enhance learning and improve achievement	Technology coordinator. school technology contacts, principals, teachers	Students/Educators

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

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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

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

01 - Utilize RESA 6 technicians to provide repair and support to all district schools

02 - Collaborate with TFS help desks, RESA, and county technicians to provide timely maintenance and repairs for all schools 21st century infrastructure/software

03 - Utilize school safety audits to develop plans to add, upgrade, and enhance security systems in all facilities

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose	Persons Responsible	Target Audience
To provide a stable and robust 21st century learning environment	Technology coordinator. school technology contacts, principals, teachers	Students/Educators

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

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Plan Section Technology

Associated Goals/Objectives Technology Upgrades and Replacement

Associated High Yield Strategies None

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

01 - Provide adult technology classes through the vocational department.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To provide 21st century skills for adults/community

Persons Responsible Technology coordinator. school technology contacts, principals, teachers

Target Audience Students/Educators

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

Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	13,506.00		10,804.00	2,701.00
		Cellular	40,000.00		28,000.00	12,600.00
		Data Lines	202,000.00		139,500.00	62,700.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	9,600.00		6,624.00	2,976.00
		Paging	0.00		0.00	0.00
		Voice	30,179.00		20,824.00	9,356.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	282,085.00		209,756.00	72,329.00
TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00		0.00	0.00
		State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	13,505.00		10,804.42	2,701.10
		Cellular	38,640.00		26,661.60	11,978.40
		Data Lines	76,560.00		52,826.40	23,733.60
		Internal Conn Maint	113,599.00		92,015.93	21,583.99
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	9,600.00		6,624.00	2,976.00
		Paging	0.00		0.00	0.00
		Voice	30,179.00		20,823.65	9,355.55
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	282,084.00		209,756.00	72,328.64
TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00		0.00	0.00
		State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	39,600.00		28,116.00	11,484.00
		Data Lines	74,880.00		53,164.80	21,715.20
		Internal Conn Maint	113,601.60		92,017.29	21,584.31
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00

		Long Distance	9,600.00	6,816.00	2,784.00
		Paging	0.00	0.00	0.00
		Voice	43,684.72	32,231.65	11,453.07
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	281,366.32	212,345.74	69,020.58
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	20,484.00		14,543.64	5,940.36
		Data Lines	80,880.00		57,424.80	23,455.20
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	10,800.00		7,668.00	3,132.00
		Paging	2,520.00		1,789.20	730.80
		Voice	43,472.64		30,865.57	12,607.07
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	158,156.64		112,291.21	45,865.43
State Basic Skills E-rate Application	2005	Central ES	7,117.20	80	5,693.76	1,423.44
		State Totals - BS/CE	7,117.20		5,693.76	1,423.44
State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00		0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

1. Do you have an Acceptable Use Policy? (●) Yes ( ) No

2. If yes, what is the last date of adoption/revision? 09/01/2001

3. When was the public meeting held for CIPA Compliance? 09/11/2001

4. Provide the URL to your acceptable use policy.

http://boe.mars.k12.wv.us/aupmcs.htm

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	15	1	16
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0

9. Please identify for E-Rate requirements the number of buildings in your

county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	1	1
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	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

The county will provide resources that enable teachers to work with identified students before and after school to increase mastery of CSOs. The county will provide professional development, substitutes, stipends, on-site trainer/facilitators, and consultants to assist in the implementation of the action steps which are designed to increase student learning and achievement. Instructional materials will be provided that enhance student learning and support students who need additional academic interventions. Monthly Principal Leadership Workshops, beginning teacher support, and time or stipends for teachers to collaborate will be provided.

Process Monitoring

The county will monitor through benchmark assessment results, walk-throughs, formative assessments, lesson plan reviews, IEP reviews, and feedback from teachers, principals, and others involved.

Evaluation Process

County support teams will regularly make on-site visits to schools. These teams are dsigned to provide technical assistance and support to staff. Results from the state county testing program including but not limited to Westest, ACT, and Writing Assessment. College entry test results, graduation rates, post-secondary attendance rates, school attendance and other appropriate measures will be used.