

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MCDOWELL COUNTY SCHOOLS MCDOWELL COUNTY BOARD OF EDUCATION

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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 | Superintendent | Suzette Cook |
| | Assistant Superintendent | Peggy Freeman |
| | Special Education Director | Clinton Henry |
| | Coordinator of Adult and Student Services | Bonita Miano |
| Business & Community | Vice President | David Falin |
| Federal Programs | Director | James Copolo |
| | Literacy Coordinator | April Hedinger |
| Parents | Parent | Brenda Goodson |
| Teachers | School Improvement Facilitator | Mary Perdue |
| | School Improvement Facilitator | Marlene Addair |
| | School Improvement Facilitator | Priscilla Myers |
| | Title I Coordinator | Brenda Boyd |
| Technology Committee | Technology Integration Specialist | Amanda Farmer |
| | Director | Barbara Miller |
| | Assistant Superintendent | Carolyn Falin |

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

The mission of McDowell County Schools is to facilitate the intellectual, social, and emotional development of each student to achieve his/her maximum potential through excellence in 21st Century teaching and learning.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Each individual can learn and must have access to rigorous and unlimited curricula. Through a combined effort of students, parents, teachers, administrators, and support personnel our students will reach their academic potential. High expectations, challenging standards, and a safe and orderly environment promote continuous improvement and high achievement. Diversity and cultural differences of individuals, ideas, talents, and learning styles must be respected.
2. Through a combined effort of students, parents, teachers, administrators, and support personnel, our students will reach their academic potential.
3. High expectations, challenging standards, and a safe and orderly environment promote continuous improvement and high achievement.
4. Diversity and cultural differences of individuals, ideas, talents, and learning styles must be respected.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

| Funding Source | Amount |
|-----------------------------------------------|------------------------|
| Rural and Low Income Schools | 132,221.00 |
| Technology E-rate | 146,195.28 |
| Technology E-rate County Match | 21,845.28 |
| Technology Infrastructure | 56,752.00 |
| Technology Local Share | 16,113.00 |
| Technology TFS/Elementary E-rate | 0.00 |
| Technology TFS/Elementary E-rate County Match | 0.00 |
| Technology TFS/Secondary E-rate | 0.00 |
| Technology TFS/Secondary E-rate County Match | 0.00 |
| TFS/Elementary Technology | 52,714.00 |
| TFS/Secondary Technology | 65,148.00 |
| Title II | 669,050.00 |
| Title IV Safe and Drug Free Carryover Budget | 16,959.86 |
| Title IV Safe and Drug Free Schools | 57,394.10 |
| Title V | 7,762.00 |
| WV Virtual School | 65.31 |
| Total | \$ 1,242,219.83 |

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

McDowell County Schools has lost approximately 500 students in the past three years. The declining population is making it difficult to provide rich curricular offerings in the secondary schools and it also makes it difficult to prevent having split-grade classrooms in some of the elementary schools.

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?

Pride Survey was administered for two years (02/03-04/05) in McDowell County. In grades eight and 11, the use of tobacco products, including smokeless tobacco, cigarettes and cigars, has decreased since the last survey in 2002-2003. The survey also revealed that the use of alcohol has continued to decline. Unfortunately, West Virginia continues to have a greater usage rate than the national average in 2003 and 2005 for tobacco and alcohol. McDowell County will not use the PRIDE Survey in the future because of cost and the difficulty in acquiring written permission for each student.

The Youth Risk Behavior Survey (YRBS) was completed by 1748 students in 31 public high schools in West Virginia during the spring of 2003. The school response rate was 89%, the student response rate was 76%, and overall response rate was 68%. This survey also showed a decline in tobacco and alcohol use by high school students since 1999. WV reports a slight increase of alcohol use by high school females (45.6%). WV reports a 6% increase of students who describe themselves as overweight by high school students since 1977.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Eight out of the 12 McDowell County Schools made AYP in the area of assessment data. The four schools not making AYP were: Kimball Elementary School, Sandy River Middle School, and War Elementary School and Berwind Elementary School, which are listed as a middle schools due to their PK-8 configuration. Specific areas of concerns are as follows:

Kimball - Reading: White and Low SES subgroups

Sandy River - Math: Low SES subgroup and Reading: Low SES subgroup

War Elementary - Math: All, White, and Low SES subgroups

Berwind Elementary - Reading: All, White, and Low SES subgroups

WESTEST Confidential Summary Report

The percent of students in the special education subgroup that is at or above mastery in reading and mathematics is significantly lower than all other subgroups across all grade levels. In most grade levels, the black subgroup has significantly fewer students making mastery, particularly in reading.

WESTEST Confidential Item Analysis Summary

WESTEST Analysis Summary Concerns

(Mathematics)

3rd: Read decimals to tenths, round to thousand, multiply/number sentence, word problem/addition, describe lines, volume/rectangular solid, determine probability

4th: Add fractions/using models, compare quadrilaterals, interpret charts, complete patterns

5th: Compare decimals, fraction/lowest terms, multiply decimals, solve word problems, identify pattern, measure angles, identify rotation, measurement/scale drawings

6th: integers on a number line, solve word problem/money, Identify pattern,cross mult./proportion, evaluate equation, relationship of lines, identify symmetry, determine perimeter, interpret data in a chart, volume/surface area determine probability

7th: Determine absolute value, correct property/equation, word problem percents, subtract monomials, Find GCF, problem solve/proportion, expression for word phrase, solve word problem, sum/measure/interior angle, scale/use ratio to solve, ratio/scale/polygons, apply formula/plane figure, box & whisker/interpret data

8th: Solve fraction problems, subtract polynomials, apply algebraic equations, determine slope, solve word problem/rate, coordinate transformations, classify polyhedrons, congruent/coordinate geo., solve application problems, determine probability

10th: Determine percents, use properties of numbers, simplify square roots, algebraic expression, solve literal equations, analyze graph/equation, factor simple polynomials, similar figures, apply Pythagorean Theorem, apply formula for volume, calculate percents

WESTEST Analysis Summary Concerns

(Reading):

3rd: Literary text - idiom, written composition, punctuation - composition and apostrophes, supporting sentences, comprehension - main idea

4th: Comprehension - story elements, meaning clues, author's purpose, research topics, spelling, sentence combining, verb tense, pronouns

5th: Supporting details, comprehension - draw conclusions, supporting sentences, run-on sentences, inference - poetry

6th: Main idea, transitional words, comprehension - draw conclusions, figurative language - metaphor /simile, text connections, sentence fragments, reference skills

7th: Comprehension - inference, supporting details, author's purpose, connotation/denotation, sentence combining

8th: Comprehension - making judgments, inference, strategies, draw conclusions; author's purpose, figurative language - metaphor, editing strategies, verb tense

10th: Vocabulary - context clues, form conclusions, relevant details, parenthetical expression, editing strategies

WESTEST Confidential Roster Report

WESTEST data for 2007 indicate the following:

Mathematics -3rd grade - strong in geometry; weakness in number and operations

Mathematics - 4th grade - strong in geometry; weakness in data analysis and probability

Mathematics - 5th grade - strong in measurement; weakness in geometry

Mathematics - 6th grade - strong in number and operations; weakness in measurement

Mathematics - 7th grade - strong in geometry; weakness in measurement

Mathematics - 8th grade - strong in number and operations; weakness in measurement

Mathematics - 10th grade - strong in number and operations; weakness in data analysis and probability

Reading: Strongest grade level - 4th; weakest grade levels - 6th and 8th

WV Writing Assessment

4th Grade: Countywide - 67% at or above mastery - which is an increase over the 2006 scores of 60% at or above mastery; however, below the state average of 70%. Five of the eight elementary schools surpassed the state average -

Bradshaw, Fall River, Jaeger, Kimball, and Welch.

7th Grade: Countywide - 47% at or above mastery - which is a decrease from the 2006 scores of 54% at or above mastery; also, below the state average of 76%. One of the four schools surpassed the state average - War Elementary.

10th Grade: Countywide - 78% at or above mastery - which is an increase from the 2006 scores of 66% at or above mastery; but, below the state average of 87%. One of the schools surpassed the state average - Big Creek High School.

SAT/ACT Results

McDowell County has scored below the State Average on the ACT for the last five years in every subtest. College readiness benchmark scores indicate that only 5% of the ACT-tested students in McDowell County meet the criteria for all four subtests (English, Algebra, Social Science, Biology). 52% met the readiness criteria in English and 12% met the criteria in Algebra. The average composite score for 2004-2005 school year was 18.2.

ACT Explore - Grade 8 Middle School

On the ACT EXPLORE, McDowell County Schools compare to West Virginia data as follows:

English: McDowell - 12.1; WV - 14.2

Mathematics: McDowell - 13.0; WV - 14.5

Reading: McDowell - 12.6; WV - 13.9

Science: McDowell - 15.0; WV - 15.9

Composite: McDowell - 13.3; WV - 14.8

The only subject that McDowell County is close to meeting the state average is Science. The largest gap is in English.

ACT Plan - Grade 10 High School

McDowell County Schools' ACT PLAN scores compare to West Virginia state averages as follows:

English: McDowell - 14.5; WV - 16.7

Mathematics: McDowell - 15.2; WV - 16.6

Reading: McDowell - 14.5; WV - 16.5

Science: McDowell - 16.3; WV - 17.7

Composite: McDowell - 15.2; WV - 17.0

The smallest gap between McDowell County's scores and the WV state average is in Science; while the largest gap is in English - which is the same as was found in the ACT EXPLORE scores.

AP Testing Report/AP Rate

It appears that the West Virginia State data indicates that approximately 12.7% of AP test-takers scored a 3 or higher on the AP test, while only 5.9% of McDowell County Schools' students scored a 3 or higher for the 2005-2006 school term. An additional concern is that this is a decrease from McDowell County's previous years' data, which indicates 8.7% in 2005.

End of Course Testing Report for Career and Technical Education

A data review for the 2006-2007 school term indicates the following concerning End-of-course exams in McDowell County Schools:

There were no areas tested at McDowell County High Schools that met the state % passing rate. Those areas tested were Accounting Principles, Accounting Principles II, Introduction to Business/Marketing, Business Computer Applications I, and Business Computer Applications II,

The following areas tested at the Career and Technology Center did not meet the state % passing rate: Tech Computer Application and ProStart IB - Technical and Industrial.

The areas tested at the Career and Technology Center have dramatically improved in the past year. For the 2007-2008 school term, the courses cited as not making the state passing rate have been moved to the Career and Technology Center.

Informal Reading Assessment

McDowell County Schools is using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for the informal reading assessment for grades K-3. For the 2006-2007 school term, data has not indicated any noticeable changes in students classification (Strategic, Intensive, and/or Benchmark) as students progressed through the school term. For the 2007-2008 school term, a new Reading Series, along with interventions - to be a part of the Three Tier Reading Model, will be put in place countywide.

Informal Math Assessment

McDowell County Schools adopted a new standards-based mathematics program for the 2005-2006 school year. With this adoption the county received a waiver to administer the informal assessments that are part of the adopted math series rather than the Informal Math Assessment. These assessments have been fully aligned with the WV CSOs. Benchmarks have been developed at each grade level.

The following represents the 06-07 data:

| <u>Grade</u> | <u>Percent Meeting Benchmark</u> |
|--------------|----------------------------------|
| K | 84.4% |
| 1st | 74.63% |
| 2nd | 50.17% |
| 3rd | 53.36% |
| 4th | 52.54% |
| 5th | 37.77% |

This second year data reveals weaknesses particularly in 2nd, 3rd, 4th, and 5th grade. However, all WESTEST scores for the 06-07 school year indicated improved mathematics achievement.

Through school learning communities under the leadership of each school's School Improvement Facilitator, collaboration will continue during the 07-08 school year to further train teachers on using the new reporting forms or updating the forms for the new school year.

Formative and Benchmark Assessments

A comparison/alignment study of the 2006-2007 benchmark results to the 2007 WESTEST results will be done in order to determine instructional needs, as well as benchmark test item selection.

PRIORITIES

1. Improve student achievement in reading and mathematics
2. Improve writing skills at all levels.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

All elementary and middle schools met the AYP standard for 2007 for attendance.

Discipline Referral Report

The county enrollment for the 06/07 school year is 3989 students. Discipline Referral Report gathered from RESA 1 showed the following discipline violations/actions for the 06/07 school year; Exclusions from Class-552 Exclusions by Administrator-49 Referred to Director of Pupil Services-19 Expulsion-1 In-school Suspensions-44 Out-of-school suspensions-1055 Harassment/Bullying/Intimidation-48 Physical Fight-539 Disobeying Class Rules-2410 Unauthorized use of OTC/Pres. Medication-3 Unauthorized Poss. of OTC/Pres. Med.-1 Possession of Alcoholic Beverages-2 Use of Illegal Drugs/Substances-1 Simple possession of Marijuana-2 Possession of Tobacco Products-20 Use of Tobacco-35 Poss. and/or use of Dangerous Weapon-2 Poss. and/or use of Knife-Like-4 Bomb Threat-6 Felony-2 Comparing the Discipline Report of 05/06 to 06/07 showed a decline of 334 fewer out-of-school-suspensions. There were 539 physical fights in 06/07 compared to 390 in 05/06. Report showed an increase in poss. and/or use of knives or knife-like weapon and bomb threats in the county. Use of tobacco products was down by 11.

Dropout Rates/Graduation Rates (by subgroup if available)

Graduation rates for all three high schools marginally met AYP for graduation for 2007. The graduation rate was met at Big Creek by showing improvement from 2006.

College Enrollment Rate

The latest available data is based upon Fall 2003 college and university enrollments. At that time, the West Virginia college going rate was 58%, while McDowell County's rate was far below at 41% - only one county in West Virginia had a lower rate, which was Webster County - which also has a very high number of low SES students.

College Developmental Course Rate

The percentage of West Virginia students enrolled in developmental courses was 35%, according to a report based upon Fall 2003 data. At nearly twice the state rate, 64% of McDowell County students were enrolled in developmental courses.

PRIDE Survey

Pride Survey will be used again in 07/08 school year. Funding will come from Prevention Resource Center at Marshall University for grades 6-12. A letter will be sent home at the beginning of the year to seek active parental consent. Cost and active consent were the reasons we did not participant in the survey in 06/07.

Results of Nationally Recognized Physical Fitness Test

78% of the high school students passed the PPFT. 63% of the middle school students passed the PPFT. 55% of the elementary school students passed the PPFT. There was no data collection required for the 2005-2006 school term. The Fitnessgram will be used for the 2006-2007 school term.

Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) has showed a decline in use of alcohol, tobacco, and smokeless tobacco products since 1993. There is a slight increase in the number of students using marijuana, any form of cocaine, including powder, crack, or freebase. and students who sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high. YRBS reports that 33.7% of students describe themselves as slightly or very overweight. 22.8% percent of female students were in a physical fight one or more times during the past 12 months in 2005. Data was taken from YRBS 2005.

CIMP Self Assessment

The CIMP Self-Assessment for McDowell County Schools indicated 'Needs Improvement' in 20 categories:

6.1.3.b Professional special education personnel employed or contracted by the district shall meet the West Virginia standard for highly qualified.

6.1.3.c Service personnel shall be appropriately trained and supervised.

4.1.3.j.C Special education and related services for the student with disabilities ages 3-5 shall be provided as of the child's 3rd birthday through the use of transition planning and the development of the Individualized Education Program (IEP).

8.1.7 The number of parents of students with exceptionalities participating in training provided by agencies such as PERCS, PTI, WVDE, and the district increases.

4.1.3 The district shall make eligibility determinations that result in the percentage of students with exceptionalities (3-21) served in special education being comparable to state data.

BF II-1 The graduation rate of students with disabilities, graduating with a standard diploma, is comparable to the graduation rate for all students.

BF II-2 Drop out rates for students with disabilities comparable to those for all students.

7.1.1.b Students with disabilities are removed for a comparable length of time as students with disabilities.

7.1.1.b.1 Students with disabilities by race/ethnicity are removed for a comparable length of time as students without disabilities.

7.1.1.d.A A functional behavioral assessment (FBA) must be conducted whenever removals accumulate to more than 10 school days in a school year for the first time.

7.1.1.d.B An appropriate behavior intervention plan (BIP) is in place for all students with disabilities whenever removals accumulate to more than 10 school days in a school year.

7.1.2 The district follows policies and procedures whenever a student with a disability is removed and the removal constitutes a change of placement.

7.1.3. The district follows its policies and procedures whenever a student with a disability requires a manifestation determination.

9.1.3.I.WA Students with disabilities make continuous progress within the state's system for educational accountability (meeting AYP).

5.1.5.f.A Students with disabilities will participate in the general curriculum in integrated settings to the maximum extent appropriate.

5.1.5.f.B Removal from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

BF VI Early language/communication, pre-reading and social-emotional skills, of students with disabilities ages 3-5 receiving special education and related services, are improving.

5.1.2.b.B When considering transition services for a student with disabilities ages 16 or older, the district must invite a representative of any other agency that is likely to be responsible for providing or paying for the provision of transition services.

5.1.4.e.B1 Students with disabilities will be prepared for and transitioned to appropriate post-secondary outcomes.

5.1.4.e.B2 The percentage of graduates with disabilities enrolled in college, enrolled in other post-secondary education or fully employed within one year of graduation will be comparable to the percentage of non-disabled graduates in post-secondary activities.

Special Education Data Profiles

McDowell County Schools had a slightly higher percentage of Students with Disabilities than the state percentage: McDowell County - 18.28%; WV - 17.76% in 2005 but the gap has closed for 2006: McDowell County - 17.5%; WV - 17.44%.

There remains a wide variance between McDowell County Schools' data and WV data in terms of 'Educational Environment' but the gap has closed somewhat during the past year.

Regular Ed. Full time: county - 34.53%; state - 63.6%

Regular Ed. Part time: county - 45.65%; state - 25.44%

Special Ed. Separate Class: county - 15.47%; state - 8.12%

This data appears to indicate that a lower percentage of McDowell County Schools' students with disabilities are being served within the general education classroom setting than in the remaining areas of WV. However, McDowell County has provided professional development in the area of Inclusion during the 2006-2007 school term and plans to continue to work in this area.

The percentage of students with disabilities scoring at proficient on the WESTEST in reading and math is substantially lower for McDowell County than the state percentage - approximately 17% in reading and 23% in math. The scores for Reading dropped slightly while math increased. Professional development was conducted during the summer of 2007 in the area of Reading.

The gap appears to close by the 10th grade - where McDowell County is at 18.46% in Reading and WV is at 24.2%.

PRIORITIES

1. High school graduation rates
2. The number of out-of-school suspensions
3. The rate of Students with Disabilities scoring at mastery or above and the rate of Students with Disabilities being placed in the general classroom setting.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

McDowell County Schools was brought under state control in November 2001. Follow-up visits by OEPA were conducted from October 2005 through January 2006.

All areas related to curriculum and instruction cited during the 2001 visit were found to now be in compliance. Remaining issues to be resolved were mainly due to facilities.

The following summary statement was included in the March 2006 OEPA report:

"McDowell County continues to downsize in terms of students, personnel, and schools. Student enrollment was down by 113 students from 2004-05 to 2005-06. The latest computations showed that the county is over formula by 15.9 professionals and 58.4 service personnel. Situations resulting from the county being over formula will likely occur until the ambitious school construction and consolidation program is completed. In the interim period, the county continues to close schools due to flooding and other conditions to cause the system to operate more efficiently. All the closings and relocations of schools and students appear to be in the best interest of students and the services they are provided. Completion of the current building program will replace the very poorest of facilities at War Elementary, Big Creek High, laeger High, and Bradshaw Elementary. Earlier closure of Switchback Elementary, Northfork Elementary, Panther Elementary, Gary Elementary, Bartley Elementary, and Welch Middle has not only increased efficiencies, but placed students in better learning environments."

Monitoring Reports (Special Education and NCLB)

The following response to the WVDE Special Education Program Monitoring report dated April 3, 2006 was given by McDowell County Schools.

126-16- 2 Identification Referral

The Student Assistance Team (SAT) process requirements will continue to include

review of objective data detailing the use of differentiated instruction and targeted interventions. The SAT will continue to monitor student progress regularly to

ine

the effectiveness of the interventions. A referral will be made when the logs

: to

the SAT that the student is not progressing at a satisfactory rate. In cases of early childhood students (ages of 3-5), educators and parents may considered retention

1

lack of maturation.

126-16-3 Evaluation

Hire David Wamsley and Elizabeth Mason, licensed school psychologists, to complete psychological evaluations to assure that the 80-day evaluation timeline between referral and eligibility is met.

126-16-4 Eligibility

Students that are referred for behavior or emotional concerns will **continue** to be evaluated with appropriate instruments and state criteria to determine qualification for the behavior disorders program.

126-16-5 IEP Development

After utilizing staff development, teachers will **continue** to write Present Levels of Educational Performance based upon formative assessments, DIBELS, WESTEST, Slosson Intelligence and Benchmark Test Results. Initial placement PLEPS will **continue** to include standardized test results from the report, such as Wechsler scales, Woodcock Johnson, etc. The Present Levels of Educational Performance will **continue** to be based upon the progress of the objectives that are in the current IEP before the annual IEPs are written. 2005-06 IEPs reflect that the PLEPS are in place.

The modifications that will **continue** to be used will be determined by individual student needs after reviewing the IEP, the diagnostic assessment and the target area. The Least Restrictive Educational Environment will **continue** to be individually determined. After looking at all the evaluation reports, concerns of the student, parent, teacher and principal, a committee decision will be reached as to the LRE setting in which the student's needs will be met. Training for Co-Teaching teams will be held August 1st and 2nd so that this option will also be available when appropriate.

Staff development has been scheduled (Spring 2006 and August 23, 2006) to continue to train teachers in the use of and access to the WVDE/OSE current forms and IEP directions. Specialists **continue** to monitor the writing of current IEPs as a form of training on the appropriate forms.

126-16-5 IEP Implementation

Teachers will continue to be trained to introduce the instructional objectives for the lesson and to show paraprofessionals and/or volunteers how to follow-up.

Special education teachers will be trained in the three tiers of reading instruction (July 24-28, 2006). A diagnostic instrument will be used to target areas that need to be remediated. Extra help will be provided for those students who can't grasp the concepts utilizing more differentiated instruction and using researched programs such as the *Language!* Program, Read 180, Voyager and/or co-teaching within the general classroom. The first tier includes instruction in the general education classroom with designated staff administering the DIBELS. The second tier utilizes the Voyager program and other targeted interventions in small group instruction. The third tier may utilize placement in special education classes, *Language!* Program or more intense one-on-one targeted interventions that continue to be based on skill deficits reflected in 126-16-5.

126-16-9 Accountability

The personnel director will continue to post positions on the state and county websites and hire the most highly qualified personnel for all positions posted, which will include the eight elementary/middle school special education teaching vacancies, the two preschool special education vacancies, and the four speech therapist vacancies. The personnel director will continue to participate in all college recruitment activities. (See attached job postings)

Budget transfers approved on April 20 and 21, 2006 will provide training in the areas of reading, co-teaching and other targeted areas of professional development as previously cited, in July and August. Additional training for IEP development will **continue** to be delivered by the Specialists, on site as the IEPs are developed, through the end of the 2005-06 school year. The 2006-07 LEA Application will include sufficient funding to provide targeted professional development.

The service delivery model will implement co-teaching to provide extra assistance to both special education and general education students in the general education classroom. Title I services will **continue** to be used to assist and provide extra help to special education students based on individual needs. Our on staff Speech Therapist and contracted Speech staff will **continue** to provide phonemic awareness instruction to K-1 students receiving speech therapy and will assist in

the early identification of students with language related learning problems and the provision of language development services to students.

The two classrooms at War Elementary that are isolated from age appropriate peers will be appropriately moved to the area of the building in which age appropriate peers are located.

Training will **continue** to be provided in an attempt to modify the belief system of personnel concerning the abilities of students with disabilities and expectations for their success. We will continue to provide diversity training. We will continue to provide parenting trainings in areas of need.

The special education department recognized areas of concern as a result of the CIMP report submitted December 2004 and began making adjustments to improve the IEPs for the 2005-06 school year. Susan Barnes trained special education teachers in the spring of 2005 on the interim forms and matching PLEPS with CSOs. As a result of this training, the 2005-06 PLEPS improved significantly. Specialists have worked with substitutes and new teachers throughout the 2005-06 school year on the appropriate forms, PLEPS and IEP process.

High Schools that Work Annual Report

The following steps were recommended for action in the High Schools that Work Annual Report: 1)To continue to create a climate of high expectations while providing a challenging program of study that prepares students for both postsecondary education and/or the workforce without the need for remediation 2)Create a structure that allows teachers to collaborate and work together 3)Develop a guidance and advisement process that makes parents partners in helping students plan and complete a challenging program of study 4)To provide work-based learning opportunities for all students

Highly Qualified Personnel Report

According to the latest available data (2005-2006), McDowell County had 14.10% of its classes listed as being taught by teachers who are 'Not Highly Qualified'. This is the eighth highest rate in the state.

Digital Divide Report (Technology)

Areas of Concern:

1. Forty-four (56.4%) of the computers in the county are Windows XP. Our goal is to have 100% of the machines be XP or higher by 2010.
2. There are no full-time school-based technology support technicians to maintain and repair all computer equipment and internal connections.

PRIORITIES

1. To increase the number of updated machines in schools
- 2.

To correct the areas of noncompliance identified in the Office of Special Education's Monitoring Report.

3. To reduce the percentage of teachers identified as not being 'Highly Qualified'.
- 4.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students who attend McDowell County Schools will be at mastery or above in mathematics.

| | Objective | Objective Short Name | Baseline | 5-year Target |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------|----------------------|
| 1.1 | There will be an annual decrease of 10 percent or more in the number of students in the middle school special education subgroup that did not score at mastery or above. | 1.1 middle school sp.ed. - math | 79.80 | 52.90 |
| 1.2 | There will be an annual decrease of 10 percent or more in the number of students in the middle school all subgroup that did not score at mastery or above. | 1.2 middle school all - math | 0.00 | 29.20 |
| 1.3 | There will be an annual decrease of 10 percent or more in the number of students in the middle school white subgroup that did not score at mastery or above. | 1.3 middle school white - math | 0.00 | 40.00 |
| 1.4 | There will be an annual decrease of 10 percent or more in the number of students in the middle school low SES subgroup that did not score at mastery or above. | 1.4 - middle school low SES - math | 0.00 | 31.40 |

Goal 2: All students who attend McDowell County Schools will be at mastery or above in Reading.

| | Objective | Objective Short Name | Baseline | 5-year Target |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------|----------------------|
| 2.1 | There will be an annual decrease of 10 percent or more in the number of students in the middle school special education subgroup that did not score at mastery or above. | 2.1 middle school sp.ed. - rdg. | 81.20 | 59.60 |
| 2.2 | There will be an annual decrease of 10 percent or more in the number of students in the elementary school special education subgroup that did not score at mastery or above. | 2.2 elementary sp.ed. - rdg. | 80.70 | 53.80 |
| 2.3 | There will be an annual decrease of 10 percent or more in the number of students in the secondary school special education subgroup that did not score at mastery or above. | 2.3 secondary sp. ed. - rdg. | 0.00 | 33.50 |

Goal 3: 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 |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------|----------------------|
| 3.1 | To increase the identification and involvement of students to the Student Assistance Team by 1% | 3.1 SAT identification | 15.00 | 19.00 |
| 3.2 | To improve behavior as evidenced by a reduction in the number of discipline referrals by 2%. | 3.2 Discipline Referrals | 68.80 | 63.46 |
| 3.3 | To decrease the number of discipline referrals by 1% by utilizing nonviolent means to solve interpersonal conflict. | 3.3 Peer Mediation | 68.80 | 66.09 |
| 3.4 | To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 1%. | 3.4 Bullying | 18.00 | 17.29 |
| 3.5 | To reduce the number of alcohol, tobacco, and/or other drug violations by 1% by providing students the skills and knowledge in rejecting ATOD. | 3.5 ATOD Skills/Violations | 1.65 | 1.59 |
| 3.6 | The rate of suspension days per student (while traveling to and from school on a bus) will decrease by 1% each year. | 3.6 Security | 33.06 | 31.76 |
| 3.7 | Reduce the number of violence/weapons related incidents in or on school grounds by 1%. | 3.7 Weapons/Violence Violations | 14.30 | 13.74 |

Goal 4: To provide increased access to updated technology for all schools

| | Objective | Objective Short Name | Baseline | 5-year Target |
|-----|------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------|----------------------|
| 4.1 | To improve the integration of technology across the curriculum by providing an up-to-date network and computers. | 4.1 Technology Objectives | 0.25 | 0.99 |

Goal 1: All students who attend McDowell County Schools will be at mastery or above in mathematics.

Objective 1.1 There will be an annual decrease of 10 percent or more in the number of students in the middle school special education subgroup that did not score at mastery or above.

As measured by:
WESTEST

| Baseline Data | | 79.80 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 72.80 | 2005-2006 | 73.40 |
| 2006-2007 | 66.10 | 2006-2007 | 72.70 |
| 2007-2008 | 65.40 | 2007-2008 | N/A |
| 2008-2009 | 58.80 | 2008-2009 | N/A |
| 2009-2010 | 52.90 | 2009-2010 | N/A |

Objective 1.2 There will be an annual decrease of 10 percent or more in the number of students in the middle school all subgroup that did not score at mastery or above.

As measured by:

| Baseline Data | | 0.00 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 0.00 | 2005-2006 | 0.00 |
| 2006-2007 | 0.00 | 2006-2007 | 39.20 |
| 2007-2008 | 36.20 | 2007-2008 | N/A |
| 2008-2009 | 32.50 | 2008-2009 | N/A |
| 2009-2010 | 29.20 | 2009-2010 | N/A |

Objective 1.3 There will be an annual decrease of 10 percent or more in the number of students in the middle school white subgroup that did not score at mastery or above.

As measured by:

| Baseline Data | | 0.00 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 0.00 | 2005-2006 | 0.00 |
| 2006-2007 | 0.00 | 2006-2007 | 54.80 |
| 2007-2008 | 49.30 | 2007-2008 | N/A |
| 2008-2009 | 44.40 | 2008-2009 | N/A |
| 2009-2010 | 40.00 | 2009-2010 | N/A |

Objective 1.4 There will be an annual decrease of 10 percent or more in the number of students in the middle school low SES subgroup that did not score at mastery or above.

As measured by:

| Baseline Data | | 0.00 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 0.00 | 2005-2006 | 0.00 |
| 2006-2007 | 0.00 | 2006-2007 | 43.30 |
| 2007-2008 | 38.90 | 2007-2008 | N/A |
| 2008-2009 | 34.90 | 2008-2009 | N/A |
| 2009-2010 | 31.40 | 2009-2010 | N/A |

Goal 2: All students who attend McDowell County Schools will be at mastery or above in Reading.

Objective 2.1 There will be an annual decrease of 10 percent or more in the number of students in the middle school special education subgroup that did not score at mastery or above.

As measured by:
WESTEST

| Baseline Data | | | | 81.20 |
|----------------------|------------------|-------|------------------|-------|
| | Targets | | Actual | |
| | 2005-2006 | 73.20 | 2005-2006 | 76.70 |
| | 2006-2007 | 69.10 | 2006-2007 | 81.80 |
| | 2007-2008 | 73.60 | 2007-2008 | N/A |
| | 2008-2009 | 66.20 | 2008-2009 | N/A |
| | 2009-2010 | 59.60 | 2009-2010 | N/A |

Objective 2.2 There will be an annual decrease of 10 percent or more in the number of students in the elementary school special education subgroup that did not score at mastery or above.

As measured by:
WESTEST

| Baseline Data | | | | 80.70 |
|----------------------|------------------|-------|------------------|-------|
| | Targets | | Actual | |
| | 2005-2006 | 72.70 | 2005-2006 | 76.20 |
| | 2006-2007 | 68.60 | 2006-2007 | 73.90 |
| | 2007-2008 | 66.50 | 2007-2008 | N/A |
| | 2008-2009 | 59.80 | 2008-2009 | N/A |
| | 2009-2010 | 53.80 | 2009-2010 | N/A |

Objective 2.3 There will be an annual decrease of 10 percent or more in the number of students in the secondary school special education subgroup that did not score at mastery or above.

As measured by:

| Baseline Data | | | | 0.00 |
|----------------------|------------------|-------|------------------|-------|
| | Targets | | Actual | |
| | 2005-2006 | 0.00 | 2005-2006 | 0.00 |
| | 2006-2007 | 0.00 | 2006-2007 | 46.00 |
| | 2007-2008 | 41.40 | 2007-2008 | N/A |
| | 2008-2009 | 37.20 | 2008-2009 | N/A |
| | 2009-2010 | 33.50 | 2009-2010 | N/A |

Goal 3: All students will be educated in a safe and drug-free learning environment that supports academic achievement.(Title IV)

Objective 3.1 To increase the identification and involvement of students to the Student Assistance Team by 1%

As measured by:

Student Assistance Program Logs

| Baseline Data | | 15.00 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 15.00 | 2005-2006 | 15.00 |
| 2006-2007 | 16.00 | 2006-2007 | 14.12 |
| 2007-2008 | 17.00 | 2007-2008 | N/A |
| 2008-2009 | 18.00 | 2008-2009 | N/A |
| 2009-2010 | 19.00 | 2009-2010 | N/A |

Objective 3.2 To improve behavior as evidenced by a reduction in the number of discipline referrals by 2%.

As measured by:

WVEIS PBS Data/discipline referral forms

| Baseline Data | | 68.80 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 68.80 | 2005-2006 | 68.80 |
| 2006-2007 | 67.42 | 2006-2007 | 0.00 |
| 2007-2008 | 66.08 | 2007-2008 | N/A |
| 2008-2009 | 64.75 | 2008-2009 | N/A |
| 2009-2010 | 63.46 | 2009-2010 | N/A |

Objective 3.3 To decrease the number of discipline referrals by 1% by utilizing nonviolent means to solve interpersonal conflict.

As measured by:

WVEIS WVYRBS,PRIDE,HEAP

| Baseline Data | | 68.80 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 68.80 | 2005-2006 | 68.80 |
| 2006-2007 | 68.11 | 2006-2007 | 0.00 |
| 2007-2008 | 67.43 | 2007-2008 | N/A |
| 2008-2009 | 66.76 | 2008-2009 | N/A |
| 2009-2010 | 66.09 | 2009-2010 | N/A |

Objective 3.4 To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 1%.

As measured by:

WVEIS

| Baseline Data | | 18.00 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 18.00 | 2005-2006 | 18.00 |
| 2006-2007 | 17.82 | 2006-2007 | 0.00 |
| 2007-2008 | 17.64 | 2007-2008 | N/A |
| 2008-2009 | 17.47 | 2008-2009 | N/A |
| 2009-2010 | 17.29 | 2009-2010 | N/A |

Objective 3.5 To reduce the number of alcohol, tobacco, and/or other drug violations by 1% by providing students the skills and knowledge in rejecting ATOD.

As measured by:

WVEIS

| Baseline Data | | 1.65 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 1.65 | 2005-2006 | 1.65 |
| 2006-2007 | 1.63 | 2006-2007 | 1.68 |
| 2007-2008 | 1.62 | 2007-2008 | N/A |
| 2008-2009 | 1.60 | 2008-2009 | N/A |
| 2009-2010 | 1.59 | 2009-2010 | N/A |

Objective 3.6 The rate of suspension days per student (while traveling to and from school on a bus) will decrease by 1% each year.

As measured by:

WVEIS

| Baseline Data | | 33.06 | |
|---------------|---------|-----------|--------|
| | Targets | | Actual |
| 2005-2006 | 33.06 | 2005-2006 | 33.06 |
| 2006-2007 | 32.73 | 2006-2007 | 0.00 |
| 2007-2008 | 32.40 | 2007-2008 | N/A |
| 2008-2009 | 32.08 | 2008-2009 | N/A |
| 2009-2010 | 31.76 | 2009-2010 | N/A |

Objective 3.7 Reduce the number of violence/weapons related incidents in or on school grounds by 1%.

As measured by:
WVEIS

| Baseline Data | | | |
|----------------------|----------------|------------------|-------|
| | Targets | Actual | |
| | | | 14.30 |
| 2005-2006 | 14.30 | 2005-2006 | 14.30 |
| 2006-2007 | 14.16 | 2006-2007 | 0.00 |
| 2007-2008 | 14.02 | 2007-2008 | N/A |
| 2008-2009 | 13.88 | 2008-2009 | N/A |
| 2009-2010 | 13.74 | 2009-2010 | N/A |

Goal 4: To provide increased access to updated technology for all schools

Objective 4.1 To improve the integration of technology across the curriculum by providing an up-to-date network and computers.

As measured by:

Digital Divide Report - currently 56.3% of computers in the county are Windows XP or later - goal is to have 100% Windows XP or later by 2010.

| Baseline Data | | | | 0.25 |
|----------------------|------|------------------|--|------|
| Targets | | Actual | | |
| 2005-2006 | 0.45 | 2005-2006 | | 0.58 |
| 2006-2007 | 0.65 | 2006-2007 | | 0.56 |
| 2007-2008 | 0.75 | 2007-2008 | | N/A |
| 2008-2009 | 0.85 | 2008-2009 | | N/A |
| 2009-2010 | 0.99 | 2009-2010 | | N/A |

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

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

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

| High Yield Strategies Identified | Year 1 (2006) | Year 2 (2007) | Year 3 (2008) | Year 4 (2009) | Year 5 (2010) |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Highly Qualified Teachers McDowell County Schools will continue to post vacancies on the WVDE Job Bank website, offer tuition reimbursement in shortage areas (as guided by WVDE reimbursement policies), and offer in-county access to Math and Science Certifications in conjunction with Concord University.</p> <p>McDowell County Schools' Highly Qualified Teachers Plan Highly Qualified Teachers §1112(b)(1)(N); §1119(a)(3) and §1119(l) Each local educational agency receiving assistance under this part shall <i>develop a plan</i> to ensure that all teachers teaching within the school district served by the local educational are highly qualified not later than the end of the 2005-2006 school year. Each local educational agency that receives funds under this part shall use not less than 5% of the funds received under Title I Part A for each fiscal year for professional development activities to ensure that teachers that are not highly qualified become highly qualified not later than the end of the 2005-2006.</p> <p>Describe the plan the LEA will use to ensure that all teachers are highly qualified not later than the end of the 2005-2006 school year. Explain the policies/procedures by which the LEA shall utilize the 5% set aside to ensure that all teachers become highly qualified. Include provisions for tuition reimbursement; procedures the LEA will follow if teacher(s) are not highly qualified by 2005-2006; principal attestation statements; and parents right to request information regarding teacher qualifications in accordance with § 1111(h)(6)(A-C).</p> <p>All regular education teachers in McDowell County Title I schools meet State certification standards. All Title I teachers are certified Reading Specialists or hold a permit in reading. Those holding a permit in reading are elementary certified, which make them highly qualified. They are also pursuing Reading Certification to satisfy the WVDE.</p> <p>The LEA process for increasing the percentage of core classes taught by highly qualified teachers will include the following:</p> <ol style="list-style-type: none"> 1. WVEIS certification data will | <p>I. Highly Qualified Teachers Implement strategies to recruit, retain, and retrain highly qualified teachers and principals.</p> <p>Train new teachers in the "Foundations in Mentoring" professional development to serve as mentors.</p> <p>Provide mentors and or coaches for all new teachers.</p> <p>II. Strategies that Develop Students having 21st Century Learning Skills Send teacher (s) to the Teacher Leadership Institute, Intel training, Technology Integration Specialist Training, and West Virginia Statewide Technology Conference.</p> <p>Continue to send a county team</p> | <p>I. Highly Qualified Teachers Implement and update strategies to recruit, retain, and retrain highly qualified teachers and principals.</p> <p>Train additional teachers in the "Foundations in Mentoring" professional development to serve as mentors.</p> <p>Provide mentors and or coaches for all new teachers.</p> <p>Provide mentors for teachers who switch grade levels.</p> <p>II. Strategies that Develop Students having 21st Century Learning Skills Continue training and county-wide professional development provided in the Teacher Leadership Institute, Intel training, Technology Integration Specialist Training, and West Virginia Statewide Technology Conference.</p> | <p>I. Highly Qualified Teachers Update strategies to recruit, retain, and retrain highly qualified teachers and principals.</p> <p>Train additional teachers in the "Foundations in Mentoring" professional development to serve as mentors. Update training as needed and add additional mentors as needed.</p> <p>Provide mentors and or coaches for all new teachers.</p> <p>Provide mentors for teachers who switch grade levels.</p> <p>II. Strategies that Develop Students having 21st Century Learning Skills Continue training and county-wide professional development provided in the Teacher Leadership Institute, Intel training, Technology</p> | <p>I. Highly Qualified Teachers Update strategies to recruit, retain, and retrain highly qualified teachers and principals.</p> <p>Train additional teachers in the "Foundations in Mentoring" professional development to serve as mentors. Update training as needed and add additional mentors as needed.</p> <p>Provide mentors and or coaches for all new teachers.</p> <p>Provide mentors for teachers who switch grade levels</p> <p>II. Strategies that Develop Students having 21st Century Learning Skills Continue training and county-wide professional development provided in the Teacher Leadership Institute, Intel training, Technology Integration</p> |

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| | <p>be entered and updated regularly for all teachers by the school principal or designee.</p> <p>2. The principal or designee will review all WVEIS certification data to identify potential problems and to address them by</p> <ol style="list-style-type: none"> Ensuring that teaching assignments match endorsements Ensuring that WVEIS information is properly coded Notifying teachers who are not "highly qualified" Using HOUSSE procedures, where applicable Using Section I of evaluation procedure, where applicable <p>3. The personnel office will, in a timely manner, notify teachers whose certificates, permits, or authorization will expire at the end of the year and appropriate action will be taken.</p> <p>4. Unqualified teachers will be required to enroll in a program of study in the area in which s/he holds a permit, in accordance with the State of West Virginia and central office staff will participate in the State's professional development opportunities. The reimbursement for complete coursework, as his or her first avenue for financial support.</p> <p>6. After a teacher has applied to and been denied by WVDE for tuition reimbursement, then s/he may submit a request to McDowell County Schools for possible reimbursement through Title I, Title II, or Special Education.</p> <p>7. All reimbursements will adhere to the County's Reimbursement Procedures document.</p> | <p>for the WVDE Leadership Conferences that focus on School Improvement and 21st century learning.</p> <p>III. Use of Data to Target Improvement Efforts</p> <p>Provide time for school teams to analyze WESTEST, Benchmark, and informal assessment data.</p> <p>IV. Support for School-Based Professional Development that is Ongoing and Embedded</p> <p>Teachers and central office staff will participate in the State's professional development opportunities. The reimbursement for complete coursework, as his or her first avenue for financial support.</p> <p>professional development and county training opportunities for others to be trained.</p> <p>V. Balanced Assessment System</p> <p>Train the teachers and central office staff in Stiggins' "Classroom</p> | <p>Hire a county-wide Technology Integration Specialist and use the Teacher Leadership Team to continue job-embedded professional development for 21st Century Learning.</p> <p>Begin the development of a 21st Century Web Site for County Professional Development.</p> <p>Continue to send a county team to the WVDE Leadership Conferences that focus on school improvement and 21st century learning.</p> <p>III. Use of Data to Target Improvement Efforts</p> <p>Provide time for school teams to analyze WESTEST, Benchmark, and informal assessment data.</p> <p>Provide assistance to schools in using data to target improvement efforts.</p> <p>IV. Support for School-Based Professional Development that is Ongoing and Embedded</p> <p>Teachers and central office staff will participate in the</p> | <p>Integration Specialist Training, and West Virginia Statewide Technology Conference.</p> <p>Use the county-wide Technology Integration Specialist to assist schools with implementation of 21st century learning skills and use the Teacher Leadership Team to continue job-embedded professional development for 21st Century Learning.</p> <p>Utilize 21st Century Web Site for County Professional Development on a regular basis and create grade level blogs/wikis for grade level and content level communication among teachers.</p> <p>Continue to send a county team to the WVDE Leadership Conferences that focus on school improvement and 21st century learning.</p> <p>III. Use of Data to Target Improvement Efforts</p> | <p>Specialist Training, and West Virginia Statewide Technology Conference</p> <p>Use the county-wide Technology Integration Specialist to assist schools with implementation of 21st century learning skills and use the Teacher Leadership Team to continue job-embedded professional development for 21st Century Learning.</p> <p>Utilize 21st Century Web Site for County Professional Development on a regular basis and create grade level blogs/wikis for grade level and content level communication among teachers.</p> <p>Continue to send a county team to the WVDE Leadership Conferences that focus on school improvement and 21st century learning.</p> <p>III. Use of Data to Target Improvement Efforts</p> <p>Provide time</p> |
| <p>Highly Qualified Teachers</p> | | | | | |
| <p>Strategies that Develop Students having 21st Century Learning Skills</p> | | | | | |
| <p>Use of Data to Target Improvement Efforts</p> | | | | | |
| <p>Support for School-Based Professional Development that is Ongoing and Embedded</p> | | | | | |
| <p>Balanced Assessment System</p> | | | | | |
| <p>Other Strategy Conflict Resolution/Peer Mediation</p> | | | | | |
| <p>Other Strategy Social Skills Training</p> | | | | | |
| <p>Other Strategy Refusal/Resistance Skills Training</p> | | | | | |
| <p>Other Strategy Risk & Protective Factor Approach</p> | | | | | |
| <p>Other Strategy Social Influences</p> | | | | | |
| | <p>As part of the LEA's recruiting efforts, the personnel director goes to colleges and universities to recruit highly qualified staff and job openings are posted statewide.</p> | <p>Train the teachers and central office staff in Stiggins' "Classroom</p> | <p>Teachers and central office staff will participate in the</p> | <p>III. Use of Data to Target Improvement Efforts</p> | <p>Provide time</p> |

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| <p>A beginning teacher mentor program is used to provide support for new teachers for new teachers and teaches who chance subjects and/or program levels.</p> <p>The LEA has developed an Attestation Document that has been approved and disseminated to principals by the Superintendent of Schools. The signed documents are kept on file in the Title I office.</p> <p>A McDowell County Schools Student/Parent Handbook is distributed to all students at the beginning of each school year. In the Title I Section of the handbook is the following statement: "As a parent of a student in McDowell County Schools, you have the right to know the professional qualifications of the classroom teaches who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it."</p> <p><u>Pervasive Use of Data to Target and Refine Improvement Efforts</u></p> <p>Time is scheduled for the review of all data throughout the school year. This includes time to review benchmark assessment results and meetings of teams of teachers to determine a course of action.</p> | <p>Assessment for Learning".</p> | <p>State's professional development opportunities. Time will be provided via school-based professional development and county learning communities for others to be trained.</p> <p>Support school-based professional development with Title I and Title II funds.</p> <p><u>V. Balanced Assessment System</u></p> <p>Continue the ETS/Stiggins' training county-wide on classroom assessment.</p> <p>Begin monitoring the student classroom assessment progress by providing additional training to principals and central office staff.</p> | <p>Provide time for school teams to analyze WESTEST, Benchmark, and informal assessment data.</p> <p>Provide assistance to schools in using data to target improvement efforts.</p> <p><u>IV. Support for School-Based Professional Development that is Ongoing and Embedded</u></p> <p>Teachers and central office staff will participate in the State's professional development opportunities. Time will be provided via school-based professional development and county learning communities for others to be trained.</p> <p>Support school-based professional development with Title I and Title II funds.</p> <p><u>V. Balanced Assessment System</u></p> <p>Continue the ETS/Stiggins' training county-wide on classroom assessment.</p> <p>Begin monitoring the</p> | <p>for school teams to analyze WESTEST, Benchmark, and informal assessment data.</p> <p>Provide assistance to schools in using data to target improvement efforts.</p> <p><u>IV. Support for School-Based Professional Development that is Ongoing and Embedded</u></p> <p>Time will be provided via school-based professional development and county learning communities for others to be trained.</p> <p>Support school-based professional development with Title I and Title II funds.</p> <p><u>V. Balanced Assessment System</u></p> <p>Continue the ETS/Stiggins' training county-wide on classroom assessment.</p> <p>Monitor student classroom assessment progress and provide technical support to principals and central office staff.</p> |
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|--|--|--|--|----------------------------------------------------------------------------------------------------------------|--|
| | | | | student classroom assessment progress by providing additional training to principals and central office staff. | |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------|--|

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

| High Yield Strategies Identified | Scientifically Based Research |
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| Highly Qualified Teachers | <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p> <p>The US Department of Educations' <i>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."</i> Thus, the need for highly qualified 21st Century proficient teachers is apparent.</p> <p><i>Secretary's Third Annual Report on Teacher Quality.</i> Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</p> <p>McDowell County has a process in place for increasing the percentage of core classes taught by highly qualified teachers. This process includes the following:</p> <ol style="list-style-type: none"> 1. WVEIS certification data will be entered and updated regularly for all teachers by the school principal or designee. 2. The principal or designee will review all WVEIS certification data to identify potential problems and to address them by: <ol style="list-style-type: none"> a. Ensuring that teaching assignments match endorsements b. Ensuring that WVEIS information is properly coded c. Notifying teachers who are not "highly qualified" d. Using HOUSSE procedures, where applicable e. Using Section I of the evaluation procedure, where applicable 3. The personnel office will, in a timely manner, notify teachers whose certificates, permits, or authorization will expire at the end of the year and appropriate action will be taken. 4. Unqualified teachers will be required to enroll in a program of study in the area in which s/he holds a permit, in accordance with the State of West Virginia's certification requirements. 5. The unqualified teacher will apply to WVDE for tuition reimbursement for completed coursework, as his or her first avenue for financial support. 6. After a teacher has applied to and been denied by WVDE for tuition reimbursement, then s/he may submit a request to McDowell County Schools for possible reimbursement through Title I, Title II, or Special Education. 7. All reimbursements will adhere to the County's Reimbursement Procedures document. <p>As part of the LEA's recruiting efforts, the personnel director goes to colleges and</p> |

universities to recruit highly qualified staff and all job openings are posted statewide.

A beginning teacher mentor program is used to provide support for new teachers for new teachers and teaches who chance subjects and/or program levels.

The LEA has developed an Attestation Document that has been approved and disseminated to principals by the Superintendent of Schools. The signed documents are kept on file in the Title I office.

A McDowell County Schools Student/Parent Handbook is distributed to all students at the beginning of each school year. In the Title I Section of the handbook is the following statement: “As a parent of a student in McDowell County Schools, you have the right to know the professional qualifications of the classroom teaches who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teachers, and requires us to give you this information in a timely manner if you ask for it.”

Strategies that Develop Students having 21st Century Learning Skills

With the arrival and dissemination of digital technology in the last decades of the 20th century, today's students are no longer the people our educational system was designed to teach. With NCLB, states and school systems have established academic standards, assessments, and accountability measures. However, there is still a gap between the knowledge and skills that most students learn and the skills they need for the 21st century. 21st Century Learning has identified six key elements of 21st century learning: Core Subjects, Learning Skills, 21st Century Tools, 21st Century Context, 21st Century Content, and 21st Century Assessments.

In recent years, the National Research Council has made great advances in learning how the mind works. With this research, educators know more about the cognitive processes of learning and effective teaching for engaging and motivating students. These findings indicate that literacy in the 21st century means more than basic reading, writing, and mathematical skill. Significant changes must be made in ensuring students learn in the context of modern life.

In response to this need, The West Virginia Department of Education has developed a Framework for High Performing School Systems, Schools, and classrooms based on 21st Century learning research. McDowell County Schools will respond by sending teams to all WVDE sponsored professional development activities. Participants will be sent to the Teacher Leadership Institute, Intel training, Technology Integration Specialist Training, Math Leadership Team Conference, Classroom Assessment for Learning, and other opportunities as needed to increase implementation of 21st Century Learning. Additional funding and time will be provided for those trained to train others at the county and/or school level.

Cavanagh, R., Kay, K., Klein, D., & Meisinger, S. (2006) Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of new entrants to the 21st Century US Work Force.

National Research Council. *Standards in Science and Technology Education*. National Science Education Standards. National Academy of Sciences, 1996.

Prensky, M., (2001) Digital Natives, Digital Immigrants. University Press, Vol. 9, No. 5, October 2001.

Use of Data to Target Improvement Efforts

High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) *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

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| | <p>Associates, North Central Regional Education Laboratory</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>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, 2002).</p> <p>McDowell County will continue to use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) K-3, informal reading assessments and the <i>Everyday Mathematics'</i> informal assessments to guide instruction at the elementary level. Students not making benchmark are provided interventions and are progress monitored every two weeks. Students in grades 3-10 will complete quarterly benchmark assessments in reading and math. Students in grades 4-10 will have unlimited access to participate in Writing Roadmap.</p> <p>Furthermore, all schools will be given time to analyze their WESTEST and benchmark data to determine strengths and weaknesses. This information will be used to guide curriculum decisions. In addition, a team of teachers and central office staff will be trained in Stiggins' <i>Classroom Assessment for Student Learning</i>. This will launch the beginning of using student-involved classroom assessments county-wide K-12.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p> |
| <p>Support for School-Based Professional Development that is Ongoing and Embedded</p> | <p>In order for professional development to be effect, it should not be "an event that is separate from one's day-to-day professional responsibilities." Professional develop must be ongoing and embedded in the "process of developing and evaluating curricula, instructional activities, and student assessment" (Guskey, 2001)</p> <p>According to Joyce & Showers (1996), teachers involved in a coaching relationship practiced new skills and strategies more frequently and applied them more appropriately than did teachers who worked alone.</p> <p>Based on this research, McDowell County employs 4 School Improvement Facilitators and 8 Early Literacy Facilitators as coaches to work within the 8 elementary schools. Their role is to work with teachers to ensure implementation of programs and best practices. The LEA plans to employ full-time county Technology Integration Specialist (TIS) and a K-12 Literacy Coordinator to work with schools K-12.</p> <p>Funds and time are also provided to schools to work collaboratively with their peers in professional learning communities. This time is used to look at student work, to review assessment data, and for school-based professional book studies that focus on identified needs.</p> <p>Showers, B. & Joyce, B. (1996). The evolution of peer coaching. <i>Educational Leadership</i>, 53(6), 12-16.</p> <p>Guskey, T. (2000). <i>Evaluating Professional Development</i>. Corwin Press, Inc.</p> |

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| <p>Balanced Assessment System</p> | <p>According to Rick Stiggins (2006), Assessment must:</p> <ul style="list-style-type: none"> ● go beyond merely providing judgment about student performance to providing rich descriptions of student performance, ● evolve from being isolated events to becoming events that happen in ongoing series to reveal patterns, ● and go beyond merely informing instructional decisions of teachers to informing decisions also made by students. <p>Black and Wiliam's research indicates that improving student learning through assessments depends on the following five factors:</p> <ul style="list-style-type: none"> ● Students' active involvement in their own learning ● Adjusting teaching to take account for results of assessment ● Recognizing influence of assessment on students' motivation and self-esteem ● Ensuring students assess themselves and understand how to improve <p>Assessments have various purposes, provide answers to different questions, and have varying implications for an assessment system. Because of this research , McDowell County will employ three types of assessment: summative (WESTEST), Benchmark (utilizing ETS-Instructional Data Management System) and Formative (classroom assessments). In order to improve formative classroom assessments, McDowell County will be sending a six people to be trained in Rick Stiggins' Classroom Assessment for Learning. These people will then provide training for the rest of the county. We will also be continuing our training of county math teachers in Dynamic Classroom Assessment (DCA).</p> <p>Black P. & Wiliam W. , (1998) Inside the Black Box: Raising Standards through Classroom Assessment, <i>Kappan</i>.</p> <p>Stiggins, R., (2001) <i>Student-Involved Classroom Assessment</i>, Merrill Prentice-Hall: Upper Saddle River.</p> |
| <p>Other Strategy Conflict Resolution/Peer Mediation</p> | <p>Title IV Compliance</p> <p>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.</p> <p>Supporting Citations:</p> <p>DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. <i>Journal of Adolescent Health</i>, 19, 111-117.</p> <p>Johnson,D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. <i>Review of Educational Research</i>, 66(4), p.459-506.</p> <p>Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. <i>Mediation Quarterly</i>, v.16,no.1, 85-99.</p> <p>Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. <i>Journal of School Health</i> 65(10), 426-431.</p> |
| <p>Other Strategy Social Skills Training</p> | <p>Title IV Compliance</p> <p>Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to</p> |

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| | <p>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.</p> <p>Supporting Citations:</p> <p>DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. <i>Journal of Adolescent Health</i>, 19, 111-117.</p> <p>Johnson, D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. <i>Review of Educational Research</i>, 66(4), p.459-506.</p> <p>Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. <i>Mediation Quarterly</i>, v.16, no.1, 85-99.</p> <p>Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. <i>Journal of School Health</i> 65(10), 426-431.</p> |
| <p>Other Strategy Refusal/Resistance Skills Training</p> | <p>Title IV Compliance</p> <p>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.</p> <p>Supporting Citations:</p> <p>Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. <i>Journal of Clinical and Consulting Psychology</i>, 63, 676-677.</p> <p>Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice.</p> <p>Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. <i>Health Education Research: Theory and Practice</i> 7(3), 403-430.</p> <p>Horner, R.H., Sugai, G., Lewis-Palmer, T. and Todd, A.W. (2001). Teaching school-wide behavioral expectations. <i>Report on Emotional & Behavioral Disorders in Youth</i>, 1(4), pp. 77-79.</p> <p>Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. <i>School Psychology Review</i>, 27(3), pp. 446-459.</p> <p>Mayer, G.R., and Sulzer-Azaroff, B. (1991). Interventions for vandalism. In G. Stoner, M.K. Shinn and H.M. Walker (Eds.) <i>Interventions for achievement and behavior problems</i> (pp. 559-580). Washington, D.C.: National Association of School Psychologists</p> <p>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. <i>Journal of School Health</i> 70 (5) pp. 179-185.</p> <p>Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. <i>Journal of Primary Prevention</i>, 18(3), 341-361.</p> |
| <p>Other Strategy Risk & Protective Factor Approach</p> | <p>Title IV Compliance</p> <p>Activities that teach refusal or resistance skills are incorporated into the program along with opportunities for practice. These programs help prepare students to identify pressures to use drugs and give students the skills they need to resist peer pressure to use drugs.</p> <p>Supporting Citations:</p> <p>Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. <i>Journal of School Health</i>, 65(10), 420-425.</p> <p>Elias, J.J. et al. (1991). The promotion of social competence: Longitudinal study of a preventive school-based program <i>American Journal of Ortho- psychiatry</i>, 61(3), 409-417.</p> |
| <p>Other Strategy Social Influences</p> | <p>Title IV Compliance</p> <p>Research suggests that prevention programs should address risk factors.</p> <p>Supporting Citation:</p> |

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. *Psychological 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.

Technology Plan

Submitted by - cfalin@access.k12.wv.us 2007-11-01 10:19:54.0

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,

Technology Needs Assessment

Areas of Concern:

1. Forty-four (56.4%) of the computers in the county are Windows XP. Our goal is to have 100% of the machines be XP or higher by 2010.
2. There are no full-time school-based technology support technicians to maintain and repair all computer equipment and internal connections.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

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

- 01 - Leverage erate funding to maximize funding for infrastructure/internal connections
- 02 - To provide access to the Internet and WVEIS.
- 03 - Purchase technology equipment that will develop 21st century content knowledge and skills using TFS/TI monies.

Anawalt Elementary - Add 1 document camera, 2 projectors, 1 computer, 1 student responders set, 1 mounted whiteboard.

Bradshaw Elementary - Add 1 computer, document camera, projector, and whiteboard.

Fall River - Add 9 computers, document camera, and set of student responders.

laeger Elementary - Add 9 computers, doument camera, 2 projectors, wireless tablet, and student responders.

Kimball Elementary - Add a computer, document camera, projector, student responders, and a wireless tablet.

War Elementary/Annex - Add 21 computers, Riverdeep Algebra Software, student responders, and a document camera.

Welch Elementary - Add 17 computers, projector, student responders, document camera, whiteboard, and a wireless tablet.

Sandy River Middle - Add a set of student responders, 4 document cameras, 4 projectors, Riverdeep Algebra Software, and 2 digital cameras.

Big Creek High School - Add 2 document cameras, Riverdeep Algebra Software, 8 computers, whiteboard, 2 projectors, 26 headphones, and 6 digital cameras.

laeger High School - Add 2 document cameras, Riverdeep Algebra Software, 2 projectors, and a computer.

Mount View High School - Add a mobile lab, 23 computers, 2 sets of student responders, Riverdeep Algebra Software, 9 printers, 4 projectors, 4

document cameras, and 2 whiteboards.

Career and Technical Center - Add one computer.

Phoneix Center - Add 5 computers.

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

Purpose Improved student data analysis and access to the internet for standards based lesson plans, research, SAS, Marco Polo, etc.

Persons Responsible Technology Director/ School Principal/Building technology contacts/Teachers

Target Audience School staff and Students

Professional Development None

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

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

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step TECH 02: The county will focus on using technology to improve achievement of all students with special emphasis on high need and high poverty students.

- 01 - Schools will use technology resources to collect and analyze data, interpret results, and communicate findings to maximize student learning. Modern technologies such as PDAs will be utilized for efficiency and timeliness.
- 02 - Provide data projectors in all curriculum areas for whole group and Powerpoint presentations and in instruction.
- 03 - Purchase technology equipment that will develop 21st century content knowledge and skills using TFS/TI monies.

Anawalt Elementary - Add 1 document camera, 2 projectors, 1 computer, 1 student responders set, 1 mounted whiteboard.

Bradshaw Elementary - Add 1 computer, document camera, projector, and whiteboard.

Fall River - Add 9 computers, document camera, and set of student responders.

laeger Elementary - Add 9 computers, doument camera, 2 projectors, wireless tablet, and student responders.

Kimball Elementary - Add a computer, document camera, projector, student responders, and a wireless tablet.

War Elementary/Annex - Add 21 computers, Riverdeep Algebra Software, student responders, and a document camera.

Welch Elementary - Add 17 computers, projector, student responders, document camera, whiteboard, and a wireless tablet.

Sandy River Middle - Add a set of student responders, 4 document cameras, 4 projectors, Riverdeep Algebra Software, and 2 digital cameras.

Big Creek High School - Add 2 document cameras, Riverdeep Algebra Software, 8 computers, whiteboard, 2 projectors, 26 headphones, and 6 digital cameras.

laeger High School - Add 2 document cameras, Riverdeep Algebra Software, 2 projectors, and a computer.

Mount View High School - Add a mobile lab, 23 computers, 2 sets of student responders, Riverdeep Algebra Software, 9 printers, 4 projectors, 4 document cameras, and 2 whiteboards.

Career and Technical Center - Add one computer.

Phoneix Center - Add 5 computers.

- 04 - The teachers will use software applications to assist students in addressing content standard objectives to improve student achievement.

- 05 - Utilize new curriculum standards and instructional guides for integrating 21st century content, skills, and tech tools.
- 06 - Programs such as Riverdeep, Cornerstone, Read 180, Success Net, Skillsbank, and etc. will be used to improve student achievement.

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| Projected Begin Date July 1, 2007 | Projected End Date June 30, 2010 | Actual Begin Date July 1, 2007 | Actual End Date June 30, 2008 |
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| Purpose To improve the use of 21st century tools and resources to improve student achievement. | Persons Responsible Technology Director/ School Principal | Target Audience School staff and Students |
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| Professional Development None | Federal Compliances Technology 02- Technology Integration for 21st Century Skills/Student Achievement |
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Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

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

- 01 - Students will use email as well as online discussions for learning including virtual school classes.
- 02 - ETS and DIBELS websites will be used to access student benchmark test results and use reports to guide instruction.
- 03 - Students will use the internet for research based projects such as the senior project.
- 04 - Students will use the internet to complete assessments such as the writing assessment in grades 7 and 10 and I-Know website across all grade levels.
- 06 - Distance learning as well as virtual school classes will be available for students.
- 07 - Requests for approximately 126-130 telephone lines, 1 DSL line, and up to 5 new phone line installations were sent to SLD under E-Rate.

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| Projected Begin Date July 1, 2007 | Projected End Date June 30, 2010 | Actual Begin Date July 1, 2007 | Actual End Date June 30, 2008 |
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| Purpose To enhance student learning.To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS. | Persons Responsible Technology Director/ School Principal/Building technology contacts/ | Target Audience School staff and Students |
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| Professional Development None | Federal Compliances Technology 03- Providing Collaboration/Communication Tools (Telecommunications Network/Email) |
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Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

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

- 01 - Replace Win 95 and Win 98 machines as funds become available.
- 02 - Replace printers as needed.
- 03 - Make Riverdeep accessible to parents and teachers on an external IP address in order for the software to be utilized outside the school day.
- 04 - Apply for SBA Wireless Infrastructure Grant for Mount View High School and Sandy River Middle School.

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| Projected Begin Date July 1, 2007 | Projected End Date June 30, 2010 | Actual Begin Date July 1, 2007 | Actual End Date June 30, 2008 |
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| Purpose To improve the integration of 21st century tools and resources across the | Persons Responsible Technology Director/ School Principal/Building technology contacts/ | Target Audience School staff and Students |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------|

curriculum to provide rigor, enhance learning and improve student achievement

Professional Development None

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

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

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step TECH 05: To use innovative strategies to provide for an effective model for the distance delivery or virtual delivery of instruction.

- 01 - To collaborate with institutions of higher learning to offer distance learning courses for students.
- 02 - Enroll students in WV Virtual School classes.
- 03 - Offer NASA classroom simulations.
- 04 - Teachers will complete distance learning courses such as WVLEARNS to become better prepared as to how to integrate 21st century skills into their classrooms.

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

| | | |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------|
| Purpose To provide students with a more rigorous curriculum where certified teachers are not available. | Persons Responsible Technology Director | Target Audience Students |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------|

| | |
|--------------------------------------|------------------------------------------------------------------------------------------------------|
| Professional Development None | Federal Compliances Technology 05- Delivery of 21st Century Content through Distance Learning |
|--------------------------------------|------------------------------------------------------------------------------------------------------|

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

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

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

- 01 - To provide long distance and voice service to every school in the county.
- 02 - Parenting/School information will be available on school and county webpages and county phone system.
- 03 - Provide software for schools to create school and teacher webpages.

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

| | | | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Purpose To enhance communication with the community and homes and to improve the safety of the school environment. | Persons Responsible Technology Director/ School Principal/Teacher | Target Audience Parents/Community | Intended Impact on Audience To have informative classroom webpages that are parent friendly. |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------|

| | | |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Professional Development Trainer Led | Professional Development Other Description Provide webpage training for teachers on the use of edline. | Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students

having 21st Century Learning Skills

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

- 01 - Offer training and support for teachers using Riverdeep software lessons that are aligned with the WV CSOs.
- 02 - Offer training on the use and integration of whiteboards, wireless tablets, and personal student responders in the classroom.
- 03 - McDowell County Technology Integration Specialist will work cooperatively with classroom teachers in the design of instructional processes that foster 21st century learning. The specialist will prepare principals and teachers as to how to integrate 21st century skills into their schools and classrooms.
- 04 - McDowell County Teacher Leadership Team will act as a resource and support team that will assist with building knowledge and skills related to the Frameworks of High Performing 21st Century Elementary, Middle, and High Schools.
- 05 - Create and implement 21st Century Teacher Leadership Action Plan.
- 06 - K-3 teachers will receive a PDA to assist with 21st century assessments and instruction. Professional development and support will be provided.

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

Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources

Persons Responsible Technology Director/
School Principal

Target Audience Teachers

Professional Development None

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

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

- 01 - To provide 2 county funded technicians through a collaboration with RESA 1 to maintain technology in the school system.
- 02 - Use web based procedure for reporting maintenance issues in schools and county facilities.
- 03 - Collaborate with RESA 1 to ensure that all equipment in the county is maintained in a timely manner.
- 04 - Update rack equipment as needed for new construction.
- 05 - Systems Operators at each site will receive sustained professional development and support as they assist with the reporting and maintenance of 21st century tools.

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

Purpose To provide ongoing maintenance to internal connections for network stability.

Persons Responsible Technology Director

Target Audience Schools

Professional Development Trainer Led

Professional Development Other Description Offer training to system operators on server maintenance.

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives 4.1 Technology Objectives **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step TECH 09: To collaborate with adult literacy providers when appropriate.

- 01 - Collaborate with adult literacy providers in the county to provide access to technology.

| | | | |
|---------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|
| Projected Begin Date July 1, 2007 | Projected End Date June 30, 2010 | Actual Begin Date July 1, 2007 | Actual End Date June 30, 2008 |
| Purpose To improve adult literacy in the county. | Persons Responsible Technology Director/Adult Basic Education Coordinator | Target Audience Community | |
| Professional Development None | | Federal Compliances Technology 09-Adult Literacy | |

E-rate Budgets

| Funding Source | Year | Annual | Disc% Commit | County Match | |
|-----------------------|-------------|-----------------------------|---------------------|---------------------|-----------|
| E-rate funds | 2008 | Bundled Voice/Long Distance | 0.00 | 0.00 | 0.00 |
| | | Cellular | 0.00 | 0.00 | 0.00 |
| | | Data Lines | 90,360.00 | 78,613.00 | 11,747.00 |
| | | 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 | 6,900.00 | 6,003.00 | 897.00 |
| | | Paging | 0.00 | 0.00 | 0.00 |
| | | Voice | 70,781.00 | 61,579.00 | 9,201.00 |
| | | WAN | 0.00 | 0.00 | 0.00 |
| | | Web Hosting | 0.00 | 0.00 | 0.00 |
| | | E-rate Totals | 168,041.00 | 146,195.00 | 21,845.00 |

| | | | | | |
|-----------------------------------|------|-------------------------------|------|------|------|
| TFS/Elementary E-rate Application | 2008 | State Totals - Elementary TFS | 0.00 | 0.00 | 0.00 |
| | | State Totals - TFS/Elementary | 0.00 | 0.00 | 0.00 |
| TFS/Secondary E-rate Application | 2008 | State Totals - TFS/Secondary | 0.00 | 0.00 | 0.00 |

| Funding Source | Year | Annual | Disc% Commit | County Match | |
|-----------------------|-------------|-----------------------------|---------------------|---------------------|-----------|
| E-rate funds | 2007 | Bundled Voice/Long Distance | 0.00 | 0.00 | 0.00 |
| | | Cellular | 0.00 | 0.00 | 0.00 |
| | | Data Lines | 90,360.00 | 78,613.20 | 11,746.80 |
| | | Internal Conn Maint | 0.00 | 0.00 | 0.00 |
| | | Internal Connections | 0.00 | 0.00 | 0.00 |
| | | Internet Access | 0.00 | 0.00 | 0.00 |
| | | Long Distance | 6,900.00 | 6,003.00 | 897.00 |
| | | Paging | 0.00 | 0.00 | 0.00 |
| | | Voice | 70,780.00 | 61,579.08 | 9,201.48 |
| | | WAN | 0.00 | 0.00 | 0.00 |
| | | Web Hosting | 0.00 | 0.00 | 0.00 |
| | | E-rate Totals | 168,040.00 | 146,195.28 | 21,845.28 |

| | | | | | |
|-----------------------------------|------|-------------------------------|------|------|------|
| 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 | 0.00 | 0.00 | 0.00 |
| | | Data Lines | 160,680.00 | 144,612.00 | 16,068.00 |
| | | Internal Conn Maint | 200,640.00 | 180,576.00 | 20,064.00 |
| | | Internal Connections | 0.00 | 0.00 | 0.00 |
| | | Internet Access | 0.00 | 0.00 | 0.00 |
| | | Long Distance | 6,900.00 | 6,210.00 | 690.00 |
| | | Paging | 0.00 | 0.00 | 0.00 |

| | | | | |
|-----------------------------------------------------------------|----------------------|---------------|---------------------|---------------------|
| | Voice | 74,531.68 | 67,078.51 | 7,453.17 |
| | WAN | 0.00 | 0.00 | 0.00 |
| | Web Hosting | 9,500.00 | 8,550.00 | 950.00 |
| | E-rate Totals | 452,251.68 | 407,026.51 | 45,225.17 |
| <hr/> | | | | |
| State Basic Skills E-rate Application 2006 State Totals - BS/CE | | 0.00 | 0.00 | 0.00 |
| <hr/> | | | | |
| State SUCCESS E-rate Application 2006 State Totals - SUCCESS | | 0.00 | 0.00 | 0.00 |
| <hr/> | | | | |
| Funding Source | Year | Annual | Disc% Commit | County Match |
| <hr/> | | | | |
| E-rate funds | 2005 Cellular | 0.00 | 0.00 | 0.00 |
| | Data Lines | 109,035.00 | 98,131.50 | 10,903.50 |
| | Internal Conn Maint | 200,000.00 | 180,000.00 | 20,000.00 |
| | Internal Connections | 0.00 | 0.00 | 0.00 |
| | Internet Access | 0.00 | 0.00 | 0.00 |
| | Long Distance | 10,800.00 | 9,720.00 | 1,080.00 |
| | Paging | 0.00 | 0.00 | 0.00 |
| | Voice | 99,966.24 | 89,969.62 | 9,996.62 |
| | Web Hosting | 0.00 | 0.00 | 0.00 |
| | E-rate Totals | 419,801.24 | 377,821.12 | 41,980.12 |
| <hr/> | | | | |
| State Basic Skills E-rate Application 2005 State Totals - BS/CE | | 0.00 | 0.00 | 0.00 |
| <hr/> | | | | |
| State SUCCESS E-rate Application 2005 State Totals - SUCCESS | | 0.00 | 0.00 | 0.00 |
| <hr/> | | | | |

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

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

2. If yes, what is the last date of adoption/revision? 03/12/2002

3. When was the public meeting held for CIPA Compliance? 06/18/2001

4. Provide the URL to your acceptable use policy. http://boe.mcdo.k12.wv.us/internet_use_policy.htm

| | Other Schools Buildings Total | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---|----|
| 5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet? | 0 | 0 | 0 |
| 6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet? | 2 | 0 | 2 |
| 7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet? | 13 | 1 | 14 |
| 8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections? | 0 | 0 | 0 |
| 9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet? | 0 | 0 | 0 |
| 10. Please identify for E-Rate requirements the number of buildings in | | | |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| your county that have DSL connections to the Internet? | 0 | 0 | 0 |
| <hr/> | | | |
| 11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet? | 0 | 0 | 0 |
| <hr/> | | | |
| 12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet? | 0 | 0 | 0 |
| <hr/> | | | |
| 13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet? | 0 | 0 | 0 |
| <hr/> | | | |
| 14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet? | 0 | 0 | 0 |
| <hr/> | | | |
| 15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet? | 0 | 0 | 0 |
| <hr/> | | | |
| 16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet? | | | |

WORK PLAN SUMMARY

Support/Capacity Building Process

Five of the six elementary schools and two of three middle schools in McDowell County are served by Title I funding. Those seven schools will be supported by a Literacy Facilitator who will provide school-embedded professional development in terms of modeling research-based strategies for classroom teachers. These seven schools will be provided with Title I teaching staff who have been trained to administer the DIBELS and other formative assessments, interpret results, and provide research-based strategies to address identified weaknesses.

Iaeger Elementary School (the only elementary school not receiving Title I funds) will be implementing a Reading First grant. This grant will provide the school with a Reading Mentor Teacher, who will provide the same services as the Literacy Facilitators described above.

McDowell County Schools will employ a K-12 Literacy Coordinator, who will work with all middle and high school Reading/Language Arts teachers in terms of observations, professional development, modeling of strategies, etc. This individual will also serve to provide continuity across all grade spans in planning and implementing Reading/Language Arts professional development, instructional strategies and programs.

McDowell County Schools will employ a Technology Integration Specialist at the county level to work with all schools in terms of the integration of technology into instruction.

A consultant from Learning Focused, Inc. will continue to work with McDowell County Schools for the 2007-2008 school term. She will be visiting classrooms to observe and offer technical assistance in terms of implementation of the Learning Focused Strategies.

All of the six elementary schools and two of the three middle schools in McDowell County will be supported by a School Improvement Facilitator who will provide school-embedded professional development in terms of modeling research-based strategies for classroom teachers.

Title I and Title II funding will be used to support this effort.

McDowell County Schools plans to participate in the following WVDE professional development offerings during the Summer of 2007: Teacher Leadership Institute, Formative Classroom Assessment, Intel Teach to the Future - Thinking with Technology for Title I/II Coaches, Title I TIS Training, K-3 Reading Expansion Project, AIM for Reading Grades 4-12 (Mount View High School is part of this project), Algebra I Standards-Based Professional Development Series, 21st Century Elementary Mathematics Classrooms, Statewide County Mathematics Leadership Team Meetings, WVDE/NSTA Middle School Science Content Enhancement, 21st Century HS Science Training Initiative, 2007 Social Studies Summer Institute, The Writing Institute: Strategies for Writing Success, and Algebra and Geometry Formative Assessments.

Process Monitoring

McDowell County Schools' Principals have received professional development in using the Learning Focuses 5 X 5 Walkthrough. This began during the 2004-2005 school term. A Central Office Monitoring Team was developed during the 2004-2005 school term, as well. This team visits schools to monitor the use of Learning Focused strategies, pacing guides, benchmark assessment data, and the instruction of Special Education students.

Evaluation Process

The ultimate evaluation will be the improvement of student achievement.