FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MERCER COUNTY SCHOOLS MERCER COUNTY SCHOOLS CENTRAL OFFICE

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

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Coordinator II of Pupil Services	Mr. Rick M. Ball
	Coord. Prof. Dev.	Mrs. Ruth Boyles
	Information Specialist	Ms. Kellan Sarles
	Asst. Superintendent	Mr. Don White
	Adm. Assistant/Human Resources Director	Mr. Roger Daniels
	Elementary Supervisor	Ms. Sharon Dyer
	Secondary Supervisor	Mr. Tom Chaffins
	Title I Supervisor	Ms. Pat East
	Special Education Director	Ms. Karen Hall
	Asst. Special Ed. Director	Mr. Mike Pauley
	Spec. Ed. Instructional Supervisor	Ms. Joyce Tedder
	Principal	Ms. Phoebe Meadows
	Career Connections Coordinator	Ms. Carol McClaugherty
	Career Connections Facilitator	Ms. Candy Stanley
	Principal	Ms. Mona Poling
	Superintendent	Dr. Deborah S. Akers
Business & Community	Youth Connections, WIA	Mr. Stephen Dickerson
	Academy of Adult Learning	Ms. Marcia Ware
	Bluefield Chamber of Commerce	Mr. Marc Meachum
	Princeton/Mercer Co. Chamber of Commerce	Mr. Robert Farley
	Prudential Insurance	Richard Allen
	Southeastern Tech. Prep	Ms. Ruth Boyd
	Willis Chiropractic	Dr. Randy Maxwell
	Mercer County Drug Free	Mr. Greg Puckett
	Princeton Comm. Hospital	Ms. Lani Hill
	Princeton Health Care	Mr. Roger Topping
	MCBOE Member	Mr. Gene Bailey
	Bluefield State College	Dr. Deb Halsey-Hunter
	Frontier Communications	Mr. Gene Leedy
	City of Princeton	Mr. Bill Buzzo
	CMS, Inc.	Ms. Kim Boggs
	Concord University	Ms. Tammy Monk
	First Community Bank	Ms. Karen Browning
	Laurel Creek Forest Products	Ms. Alicia Hypes
	Cole Chevrolet-Cadillac	Mr. Bruce Puckett
	Bluefield Regional Medical Center	Debbie Ameli
	Mercer County Probation Office	Ms. Kimberly Moore
	Princeton Health & Fitness	Ms. Brenda Woodward
	Childlaw Services	Ms. Beth Sizemore
	The Insurance Store	Mr. Richard Allen
Parents	Parent Volunteer	Rev. Rob Buchanan
	Parent Volunteer	Ms. Donna Shay
	Parent	Mrs. Terri Fredeking
Students	Student	Ms. Lisa Clark
Teachers	Guidance Counselor	Ms. Cathy Blaylock
Technology Committee	MCTEC Director	Mr. Bill Sherwood
	Dir. of Tech./MCS	Mr. Garry Taylor

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

To provide students of all ages equitable opportunities to achieve 21st century skills and knowledge by offering the highest quality education utilizing all available resources efficiently and effectively.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Key elements to a student's success are a skilled and caring staff who practice the following: a. Respect personal worth b. Provide opportunities for the development of problem-solving abilities c. Provide for individual differences d. Foster the love of learning e. Promote decision-making skills that result in the wise use of leisure time and the development of social skills f. Seek to develop a respect for the dignity of work g. Enhance positive attitudes toward school and the process of lifetime learning h. Promote good mental, emotional, and physical health i. Foster belief in the democratic process j. Seek to develop an appreciation of the aesthetics k. Teach students to accept responsibility for their decisions and behaviors
2. All students can learn. All students have potential that can be developed.
3. Education is a shared responsibility: Achievement requires the commitment and participation of students, staff, family, and community.
4. High expectations yield high achievement.
5. School climate contributes to achievement; learning occurs best in an environment of mutual respect.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	2,200.00
Other Funds	274,371.00
Rural and Low Income Schools	296,368.00
Step 7	251,000.00
Technology E-rate	229,343.40
Technology E-rate County Match	64,686.60
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	133,896.00
TFS/Elementary Technology	123,876.00
TFS/Secondary Technology	152,775.00
Title I	837,438.84
Title II	824,277.00
Title III Language Instruction LEP	1,869.00
Title IV Safe and Drug Free Carryover Budget	200.00
Title IV Safe and Drug Free Schools	67,359.19
Title V	12,749.00
Total	**$ 3,272,409.03**

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Even though third day enrollment figures are higher than same day last year, Mercer Co. has had a steady enrollment decline over the past 30 years. Since 2002-2003, we have lost 2.4% of our population. IMPACT: Decreased enrollment has necessitated reduction in teaching staff and closure of one school.

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

The population of Mercer County has steadily declined by 4.5% over the past 15 years but its demographic composition has changed little: 92.6% White, 5.8% African-American, .2% American Indian, >.5% Asian, and .5% Latino. The county's median age is 41.2, with 61% of all citizens over age 45. IMPLICATIONS: Most county residents do not have children in the public schools. Generating community support for excess levies and other programs is more difficult. Bi-lingual and ESL programs are underdeveloped because the need for such has been minimal.

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

Over the past 10 years, Mercer County has enjoyed a per capita personal income growth rate of 3.7%, slightly below the state and national averages --partly from growth in manufacturing, transportation, construction, and sales/service jobs. In contrast, jobs in coal mining have plummeted with many miners leaving the area. In 1990, 29.3% of all children lived below the poverty line. By 2002, the percentage had increased to 31.2%. These numbers are even higher in households with a female as head. According to latest data, 59.4% of Mercer County students qualify for free or reduced lunch --an increase of 26% in 13 years! IMPLICATIONS: More and more low SES students are requiring additional educational and support resources to excel in the classroom and graduate.

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

Most new jobs are in the service sector, paying low wages without benefits. Local hospitals have reduced their workforces. IMPLICATIONS: High school students are lured to retail and fast food jobs, often at the sake of their schoolwork. High school graduates leave the county in search of competitive jobs and wages. Teacher recruitment in specific fields is becoming difficult.

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

Increasingly, many Mercer County children are being raised by surrogate parents, usually a grandparent. Of all grandparents living in a household with grandchildren, 55.4% are responsible for their care. Since 1990, the percentage of children living in a single-parent home has gone from 18% to 26%. Further,based on 2003 reporting, 8% of West Virginia children live in households wherein no adult worked in the preceding 12 months. IMPLICATIONS: Single working parents and older caregivers often face challenges in accessing educational resources and opportunities for their children. Many struggle with low income. Some lack the knowledge and technology to help at home.

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?

Mercer Co. students in grades 6-12 abuse tobacco, alcohol, and illicit drugs in that order of frequency. Among students age 15 and younger, 18. 7% report using alcohol 1-2 times/month. This age group is especially prone to non-substance risk behaviors as well. Over 71% of high school students report that cigarettes are readily available; 64.5% say beer is readily available; and 59.4% report liquor is readily available. Cultural trends among some subpopulations reinforce cigarette smoking and alcohol. Adult methamphetamine abuse is pervasive in Mercer County. Product marketing, lack of supervision (after-school), and general disengagement of youth from their caregivers and community contribute to substance abuse problems. Another grave concern in Mercer County and all of WV is the high percentage of teens not attending school and not working, and the high teen death rate.

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

Technology is positively impacting Mercer Co. students by providing distance learning opportunities, Internet research capability, vocational training, high-tech communication, and innovative teaching methods. Negative influences would be disproportionate time at home spent playing video games, in chat rooms, surfing, etc. at the expense of active and interactive pursuits.

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

Mercer Co. secondary students are negatively impacted by low-paying after-school jobs and too many hours of employment, premature automobile ownership, too little structure and responsibility the tradition of a "light" senior schedule, school and community disengagement, sexual promiscuity, drug and alcohol use, insufficient sleep, and lack of adult supervision/guidance. IMPLICATIONS: Negative implications include poor attendance and academic performance, low high- school completion rate, and a senior year that does not adequately prepare students for post-secondary study.

PRIORITIES

1. More and more low SES students are requiring additional educational resources to excel in the classroom and graduate. Many of are being reared by single parents, grandparents, and other guardians who face challenges in accessing educational resources and opportunities for their children.

2. Mercer Co. students in grades 6-12 abuse tobacco, alcohol, and illicit drugs in that order of frequency.

3. Mercer County has an unacceptable number of teens not attending school and not working, and a high teen death rate.

4. Mercer Co. secondary students are negatively impacted by low-paying after-school jobs and too many hours of employment, premature automobile ownership, too little structure and responsibility, the tradition of a "light" senior schedule, school and community disengagement, sexual promiscuity, drug and alcohol use, insufficient sleep, and

lack of adult supervision/guidance.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

Of 20 schools tested, only one did not meet AYP. Special education students at Princeton Middle School did not meet AYP in either math or RLA. The county was fully in compliance with attendance rate (96.8) and graduation rate (84.7%).

WESTEST Confidential Summary Report

In 2006, Mercer County tested 4,571students (number adjusted for non-continuously enrolled). Of that number, 90.4% were White, 8.8% African- American, 59.1 low SES, and 14.5% special needs. As in 2005, the performance gap was widest for special needs learners, less wide for African- American students, and narrowest for low SES test-takers. Revealing slight increases from last year, 34.7% of special needs students demonstrated proficiency in RLA; 37.2% showed proficiency in math. Among African- American students, 68% scored at the proficient level in RLA (up 1%), and 57% in math (up 2%). 74% of low SES students showed proficiency in RLA (up 1%); 68.7% in math (up 3.7%). Although these numbers reveal slight increases, only the low SES students in math met the county's benchmark objective of reducing by 10% the number scoring below mastery.

WESTEST Confidential Item Analysis Summary

2006 WESTEST performance revealed declining performance in math standards from 2005 to 2006: Numbers and operations (grade 8), Albegra (grade 6), Geometry (Grades 3, 8), Measurement (Grade 10), and Data Analysis/Probability (Grades 6,10). In RLA, 4th and 10th grade students showed declining scores in Reading. Of concern, too, are those standards on which Mercer County students showed a percentage of correct responses below the state average percentage: Numbers/Operation (grades 3, 5 7, 8 ,10);Algebra (grades 3, 4, 5, 8); Geometry (grades 3, 5, 7, 8); Measurement (grades 3, 4, 5, 7, 8, 10); Data Analysis/Probability (grades 3, 5, 7, 8); Reading (grades 3, 4, 5); Writing (3, 4, 5, 8). Educators at the school and county level study item analysis reports to identify particular skill/questions with which subgroups and individual schools have difficulty.

WESTEST Confidential Roster Report

In the spring of 2006, 4,563 Mercer County students took the WESTEST. Based on student enrollment,that number represents 99.25% participation. APTA? In the spring of 2006, Mercer County administered the WESTEST to 4,571 students in grades 3-8 and 10 (number adjusted for non-continuously enrolled students.) The number represents 99% of all eligible students. Additionally, 45 students were "tested" using the Alternate Performance Tast Assessment. The rate of proficiency, by grade level, was as follows: Grade 3: 77% math; 81% RLA. Grade 4: 79% math; 82% RLA. Grade 5: 80% math; 79% RLA. Grade 6: 79% math; 83% RLA. Grade 7: 76% math; 82% RLA. Grade 8: 67% math; 82% RLA. Grade 10: 69% math; 76% RLA. Although 2006 percent-at-mastery rates improved for almost all subgroups of students, African-American and Special Needs students did not make the county's improvement benchmarks.

WV Writing Assessment

Data from 2007 Writing Assessment administered on-line to 7th and 10th grade students show a general trend of improvement. The rate of mastery among seventh grade students improved for the county as a whole as well as for students in 5 of 8 schools tested. The rate of mastery for tenth graders increased for the county and for students attending 3 of the four high schools. The area of deficiency for both 7th and 10th grade writers was narrative writing, indicating the need for instruction in this modality. Seventh grade students still struggle with keyboarding efficiency, indicating a need for keyboarding prior to the 7th grade. Fourth-grade students showed a dramatic decline in scores -- with only 59% at or above mastery, 9% below last year's average rate of proficiency. While 4 elementaries posted gains, 11 schools had lower scores --a few by as many as 30 points. Such differences lead to questions regarding the writing prompts and how they were interpreted by young writers.

SAT/ACT Results

During the 2006-2007 school year, the number of ACT test-takers increased by 26%. Scores, however, remained flat, with two schools showing slight increase in composite average and two schools showing a decline. At the school and county level, scores remain below the state average. Of greater concern is the small percentage of students who meet the benchmarks for college readiness. Mercer County students do not demonstrate readiness in algebra or college biology. In 2006, almost 9% fewer Mercer County students took the SAT; however, the mean math score increased 20 points (from 489 in 2005 to 509 in 2006), and the mean verbal score increased by 11 points (500 to 511). There was a marked decrease in the percentage of students taking the ACT as well --from 54.5% in 2005 to 41.7% in 2006. Stagnant college entrance exam performance suggests the need for a math course in each high school grade and more SAT/ACT prep opportunities for students.

ACT Explore - Grade 8 Middle School

693 eighth grade students took EXPLORE in the fall of 2005-2006. Of the 629 students whose scores were reportable, the composite average was 14.9. In all four content areas, students equalled or improved upon the scores of eighth graders the previous two years. Although all content composites were within .3 points of national means, the English score for Mercer Co. students was, for the second year, slightly higher(.1 point)than the national average. In all content areas females outperformed their male classmates. On average , African-American students scored 1.5 - 2 pts. below White students (composite content test scores). Oddly students who indicated planning to take the recommended core courses in high school showed marked declines over previous years' scores while "non-core" students posted the biggest gains. Students reported needing help with study skills, math skills, public speaking, and post high school options --in that order of frequency.

ACT Plan - Grade 10 High School

In 2006-2007, 546 10th grade student took the PLAN. Countywide, the average composite score was 16.9, with content test composites of 16.4 in English, 16.5 in math, 16.2 in reading, and 17.9 in science. Overall, scores declined since 2006 and are below national means in all four areas and over-all composite. African-American students continue to score lower than their white counterparts by 1 - 1.5 points on all four content tests. Females slightly outscore males in all areas except mathematics. The highest scoring students were those who took the recommended core courses including English 9, 10, and one other; Algebra I, II, and geometry; 2 or more years of social studies; and chemistry in addition to general science.

AP Testing Report/AP Rate

Mercer County students took a total of 87 Advanced Placement exams in eight content areas in May of 2007. The rate of qualifying with a score of 3 or higher was 37.5% for BHS students, 70% for PikeView students, and 59% for PSHS students. The overall county rate of qualifying was 61% --10% higher than in 2006. Trend data indicate that juniors are taking exams at a higher rate than are seniors. One or more students sat for the following tests: English Language, English Literature, Chemistry, Biology, U.S. History, Calculus AB, Human Geography, and Spanish Language.

Considering only those exams taken by 5 or more students, test-takers qualified at the following rates: English Language exam (79%), English Literature (71%), Calculus AB (68.6%), U.S. History (64%), Chemistry (54.5%), Biology (20%).

End of Course Testing Report for Career and Technical Education

During 2006-2007, MCTEC tested 952 students. Students in only 15 of the 42 courses were able to meet this year's higher standard (52.3% of students having a score of 74% or better.) Courses in the Health Care Concepts concentration, the computer-aided drafting concentration, the electrical wiring concentration, and the graphic design concentration were able to meet the standard. Others showed minor to significant weakness particularly automotive technology and repair, machining, masonry, and welding.

Informal Reading Assessment

Most elementary schools now use DIBELS assessment instead of informal reading.

Informal Math Assessment

The informal math assessment --administered in sum or in part by K-2 elementary teachers-- revealed several problematic areas for students. However, some of the skills assessed are no longer aligned with CSOs for that particular grade level. According to spring 2005 results, areas of weakness for kindergarten students were (1.4) place value of digits to 20, (1.6) estimating objects in group of 20, (1.8) model (+,-) of numbers 10/less, (4.6) identifying name/value of penny, nickel, dime. Some first grade students had difficulty with (1.15) solving grade appropriate picture/story problems, (5.5) tallying, organizing data; constructing a bar graph, and (5.6) analyzing data on a graph. Second grade students showed weakness in (1.9) memorizing addition facts sums to 18 and corresponding subtraction facts, (1.10) modeling 2 & 3 digit addition and subtraction with regrouping, (1.13) solving grade appropriate story problems, (2.3) counting by 3's and 4's, (4.2) finding perimeter of a polygon, (4.11) role-playing making change to a dollar; and (5.3 and 5.4) collecting and analyzing data using a graph.

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

Mercer County uses the following procedures for identifying and serving students with limited English proficiency: Schools notify the County Title III Director The student is screened using the Woodcock-Munoz Language Test If screening results show limited proficiency, the LEP Committee notifies the parents and convenes to determine appropriate level of services based on test results. The student receives ESL services until obtaining required proficiency to exit. The exited LEP student is then monitored for one year.

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

All LEP students participate in the State Assessment program.

PRIORITIES

1.

In 05-06(last scores available),five schools did not meet AYP: Princeton Middle, Bluefield Middle, Bluefield Intermediate, Glenwood, and Montcalm High.

2.

34.7% of special needs students demonstrated proficiency in RLA; 37.2% showed proficiency in math. Among African- American students, 68% scored at the proficient level in RLA (up 1%), and 57% in math (up 2%). 74% of low SES students showed proficiency in RLA (up 1%); 68.7% in math (up 3.7%). Although these numbers reveal slight increases, only the low SES students in math met the county's benchmark objective of reducing by 10% the number scoring below mastery.

3.

Stagnant college entrance exam performance suggests the need for a math course in each high school grade and more SAT/ACT prep opportunities for students.

4.

Continue to emphasize writing in the four modalities --descriptive, narrative, expository, and persuasive. Teach keyboarding in the elementary grades.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

96.8% for 2006-2007

Discipline Referral Report

The most frequently referred discipline infraction for Mercer County students is reporting to class tardy. In descending order of frequency, infractions are as follows: disruptive in class; disobeying rules; inciting disruption to educational process; disrespectful/ rude behavior; refusing to obey a bus driver; and profane/derogatory/racial/sexual remarks. All schools follow an assertive discipline plan.

Dropout Rates/Graduation Rates (by subgroup if available)

In June 2007, Mercer County's adjusted graduation rate was an average 84.7%. School rates follow: PikeView 90.8%;

Bluefield High 81.9%; Princeton High 82.1%; Montcalm High 86%. MHS showed the biggest increase --17% since 2006.

College Enrollment Rate

The college transition rate for Mercer Co. students is 57%, up almost 4% since 2004. Approximately 50% of entering freshmen complete a 4-year degree within 6 years of metriculating.

College Developmental Course Rate

2005 data reveal that 21.7% of Mercer County graduates require college remedial English, and 40.9% require remedial math. The former figure is almost 4% higher than 2004 figures, and the latter, almost 6% higher.

PRIDE Survey

2005 Pride Survey data (latest available) show that Mercer County students in grades 6-12 abuse alcohol, tobacco, and illicit drugs in that order of frequency. Although the data indicate decreased marijuana usage among middle school students, a much higher percentage of high school students report engaging in beer consumption during the preceding year. Violent behavior among students of all ages declined from 2003 according to self-reported information. Cultural trends among some subpopulations reinforce cigarette smoking and alcohol. Adult methamphetamine abuse is pervasive in Mercer County. Product marketing, lack of supervision (after-school), and general disengagement of youth from their caregivers and community contribute to substance abuse problems.

Results of Nationally Recognized Physical Fitness Test

53.96% of Mercer County students who took The President's Physical Fitness Test in 2003-2004 passed. The rate was higher at elementary/K-8 schools where all students were given the test (mean rate of 57.55%)and lower for secondary school (especially high schools) where only a part of the student body was tested (mean rate of 43.8%). Both scores indicate an unacceptable rate of physical fitness for young people in Mercer County.

Youth Risk Behavior Survey

As a group, WV secondary students spend too much time with TV and video games, and get too little exercise. 34.6% report watching TV 3 hours/school day and 76.1% report not participating in 20 minutes of vigorous exercise at least 3X/week. Approx. 15.9% of WV students are overweight. More than half of all 11th grade students who took the Risk Behavior Survey reported that they were sexually active.

CIMP Self Assessment

The CIMP completed for the 2006-2007 school year indicated 23 areas of compliance, 6 areas needing improvement and 8 noncompliant areas. Improvement Plans are in place to address the areas needing improvement and noncompliance.

Special Education Data Profiles

Of all Mercer County students, 15.98% have disabilities, the most prevalent of which are, first, learning disabilities; second, speech/language impairment; and, third, mental impairment. 2006 WESTEST results indicate that of that population, 32.04% demonstrated proficiency in reading and 34.38% in math.

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

Less than 1% of Mercer County Students are LEP.

LEP - What are the major language groups?

Mercer LEP students are predominately Chinese and Spanish.

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

0 immigrant students by classification

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

0 migrant students

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

In 2005-2006, five schools served LEP students.

PRIORITIES

1.

In 2006, one Mercer County high school did not meet NCLB's 80% target graduation rate. The county's goal is to bring each of its high schools to 90% graduation rate.

2.

2005 data reveal that 21.7% of Mercer County graduates require college remedial English, and 40.9% require remedial math.

3.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

OEPA audited 6 Mercer County schools in May 2005: Princeton Middle, Bluefield High, Oakvale School, Memorial Elementary, Whitethorn Elementary, and Princeton Primary. The identified concerns were addressed, the schools revisited and found to be incompliance.

North Central Report on Schools

North Central recommendations for MCTEC last made in 2004: (1) Focus on student achievement in preparation for end-of-course exams. (2) Review methods of evaluation. (3) Collect and analyze drop-out data and possible interventions. (4) Implement activities to attract more secondary students. (5) Develop syllabi to drive instruction.

Monitoring Reports (Special Education and NCLB)

Special Education addressed all concerns identified by OEPA and were found to be compliant.

Walkthrough Summmaries

Using "walkthrough monitoring," principals report that county teachers are implementing Learning Focused Schools strategies to deliver content standards-based instruction.

High Schools that Work Assessment Report

Only 48% of our high school students take 4 credits of math, and only 34% take 3 credits of science. Less than 1/3 say they complete a 1-3 page composition for English class at least monthly. Even fewer are required to write a 1-3 page assignment for social studies. Thirty-nine percent take math their senior year. Less than 1/5 of students polled believed their high school courses successfully prepared them for college or career. IMPLICATION: Develop more rigorous high school curriculum focused on math and RLA proficiency.

High Schools that Work Annual Report

As per the findings of the May 2004 Technical Assistance Visit Report (HSTW), Mercer County high schools need to follow these recommendations:

- School-wide policies and practices that will help raise student achievement
- Bring programs of study for entry and skilled pathways into line with Policy 2510
- Make the senior year more rigorous
- Intensify efforts at BHS to actively engage students in learning
- Use curriculum mapping to identify interdisciplinary connections and possible projectsj
- Create a structure for high schools to work with MCTEC to integrate academic and career/technical
- Form faculty study groups to identify best instructional practices
- Monitor and evaluate effectiveness of extra help programs
- Revisit and refine gudiance/advisement and adviser/advisee program at each school
- Create internal and external public information focus for MCTEC
- Work with middle schools to improve readiness of students for rigorous high school

Highly Qualified Personnel Report

According to 2005-2006 data, 2,172 applicable classes (92.8%) were taught by Highly Qualified Teachers. Mercer County continues its efforts to increase the percentage of core courses taught by highly qualified teachers to meet the target of 100%.

Digital Divide Report (Technology)

Digital Divide reports indicate that only49% of all computers in the county run on Windows XP. Further, almost half of all professional employees (47.8%) have had only 5 hours or less of technology training. Implication: Upgrade hardware and operating systems to latest Windows and software to meet the academic needs identified by data analysis. Continue to increase technology staff development.

PRIORITIES

1. Continue to increase the percentage of core courses taught by highly qualified teachers to meet target of 100%.

2.

3. Develop more rigorous high school curriculum focused on math and RLA proficiency.

4.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: To increase student achievement in math.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	To annually have 10% fewer Low SES students scoring below mastery.	Low SES --math	0.35	0.20
1.2	To annually have 10% fewer African American students scoring below mastery.	African-American - math	0.43	0.25
1.3	To annually have 10% fewer Special Needs students scoring below mastery.	Special Needs - math	0.65	0.38
1.4	To annually have 5% more students scoring at Above Mastery and Distinguished (beginning with '06 baseline of 25.5%)	Scoring Above Mastery and Distinguished	0.00	0.43

Goal 2: To increase student achievement in reading and language arts.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To annually have 10% fewer low SES students scoring below mastery.	Low SES - Reading/Language Arts	0.27	0.16
2.2	To annually have 10% fewer African-American students scoring below mastery.	African-American - Reading/Language Arts	0.33	0.20
2.3	To annually have 10% fewer Special Needs students scoring below mastery.	Special Needs - Reading/Language Arts	0.67	0.40
2.4	To annually have 5% more students scoring at Above Mastery and Distinguished (beginning with '06 baseline of 34.4%)	Scoring Above Mastery and Distinguished	0.00	0.50

Goal 3: To increase the graduation rate at all Mercer County high schools.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To increase the graduation rate to 90% or higher at all county high schools.	Graduation	0.86	0.90

Goal 4: To enhance students' preparedness for successful post-secondary education.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To annually decrease by 5% the rate at which Mercer county graduates qualify for college developmental courses in math.	College Developmental Math	0.35	0.21
4.2	To annually decrease by 5% the rate at which Mercer county graduates qualify for college developmental courses in reading/language arts.	College Developmental RLA	0.18	0.13

Goal 5: To increase the percentage of highly qualified teachers in NCLB-identified core subjects.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	Mercer County will meet 100% highly qualified teachers in NCLB-identified core subjects;thereafter, the county will maintain 100% rate.	Percent of Highly Qualified Teachers	0.96	1.00

Goal 6: To educate all students in a safe and drug-free learning environment that supports academic achievement. (Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
6.1	To decrease by 10% annually the number of violations of the student Code of Conduct for acts of aggression or fighting.	Peer Mediation	468.00	280.80
6.2	To decrease by 10% annually the number of suspensions for violations of the Code of Conduct.	After School Detention	2822.00	1694.00
6.3	To decrease by 10% annually the number of violations of the tobacco policy.	Tobacco violations	0.89	53.00
6.4	To decrease by 10% annually the number of violations for acts of bullying and/or harrassment.	Bullying	134.00	82.00
6.5	To decrease by 10% annually the percentage of students who self report using tobacco.	Tobacco self-report	0.25	0.15
6.6	To decrease by 10% annually the percentage of students who self report using alcohol.	Alcohol self-report	0.46	0.27

Goal 7: To install/maintain technology to support/enhance academic programs, improve communication, and ensure a safe learning environment

	Objective	Objective Short Name	Baseline	5-year Target
7.1	100% of all computers will run Windows XP or later operating system	Technology improvement	0.00	1.00

Goal 1: To increase student achievement in math.

Objective 1.1 To annually have 10% fewer Low SES students scoring below mastery.

As measured by:
WESTEST

Baseline Data 0.35

Targets		Actual	
2005-2006	0.31	**2005-2006**	0.31
2006-2007	0.28	**2006-2007**	0.27
2007-2008	0.25	**2007-2008**	N/A
2008-2009	0.23	**2008-2009**	N/A
2009-2010	0.20	**2009-2010**	N/A

Objective 1.2 To annually have 10% fewer African American students scoring below mastery.

As measured by:
WESTEST

Baseline Data 0.43

Targets		Actual	
2005-2006	0.39	**2005-2006**	0.45
2006-2007	0.39	**2006-2007**	0.31
2007-2008	0.35	**2007-2008**	N/A
2008-2009	0.30	**2008-2009**	N/A
2009-2010	0.25	**2009-2010**	N/A

Objective 1.3 To annually have 10% fewer Special Needs students scoring below mastery.

As measured by:
WESTEST

Baseline Data 0.65

Targets		Actual	
2005-2006	0.58	**2005-2006**	0.63
2006-2007	0.54	**2006-2007**	0.56
2007-2008	0.48	**2007-2008**	N/A
2008-2009	0.43	**2008-2009**	N/A
2009-2010	0.38	**2009-2010**	N/A

Objective 1.4 To annually have 5% more students scoring at Above Mastery and Distinguished (beginning with '06 baseline of 25.5%)

As measured by:
WESTEST

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	27.96
2007-2008	0.33	**2007-2008**	N/A
2008-2009	0.38	**2008-2009**	N/A
2009-2010	0.43	**2009-2010**	N/A

Goal 2: To increase student achievement in reading and language arts.

Objective 2.1 To annually have 10% fewer low SES students scoring below mastery.

As measured by:
WESTEST

Baseline Data 0.27

Targets		Actual	
2005-2006	0.24	**2005-2006**	0.26
2006-2007	0.23	**2006-2007**	0.24
2007-2008	0.20	**2007-2008**	N/A
2008-2009	0.18	**2008-2009**	N/A
2009-2010	0.16	**2009-2010**	N/A

Objective 2.2 To annually have 10% fewer African-American students scoring below mastery.

As measured by:
WESTEST

Baseline Data 0.33

Targets		Actual	
2005-2006	0.30	**2005-2006**	0.32
2006-2007	0.29	**2006-2007**	0.26
2007-2008	0.26	**2007-2008**	N/A
2008-2009	0.23	**2008-2009**	N/A
2009-2010	0.20	**2009-2010**	N/A

Objective 2.3 To annually have 10% fewer Special Needs students scoring below mastery.

As measured by:
WESTEST

Baseline Data 0.67

Targets		Actual	
2005-2006	0.60	**2005-2006**	0.65
2006-2007	0.59	**2006-2007**	0.62
2007-2008	0.53	**2007-2008**	N/A
2008-2009	0.47	**2008-2009**	N/A
2009-2010	0.40	**2009-2010**	N/A

Objective 2.4 To annually have 5% more students scoring at Above Mastery and Distinguished (beginning with '06 baseline of 34.4%)

As measured by:
WESTEST

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	0.35
2007-2008	0.40	**2007-2008**	N/A
2008-2009	0.45	**2008-2009**	N/A
2009-2010	0.50	**2009-2010**	N/A

Goal 3: To increase the graduation rate at all Mercer County high schools.

Objective 3.1 To increase the graduation rate to 90% or higher at all county high schools.

As measured by:
School and county reporting; data available on WVEIS

Baseline Data 0.86

Targets		Actual	
2005-2006	0.87	**2005-2006**	0.86
2006-2007	0.88	**2006-2007**	0.85
2007-2008	0.88	**2007-2008**	N/A
2008-2009	0.89	**2008-2009**	N/A
2009-2010	0.90	**2009-2010**	N/A

Goal 4: To enhance students' preparedness for successful post-secondary education.

Objective 4.1 To annually decrease by 5% the rate at which Mercer county graduates qualify for college developmental courses in math.

As measured by:
WV Higher Education Policy Commission Report (not published annually)

Baseline Data 0.35

Targets		Actual	
2005-2006	0.32	**2005-2006**	0.35
2006-2007	0.28	**2006-2007**	0.35
2007-2008	0.26	**2007-2008**	N/A
2008-2009	0.23	**2008-2009**	N/A
2009-2010	0.21	**2009-2010**	N/A

Objective 4.2 To annually decrease by 5% the rate at which Mercer county graduates qualify for college developmental courses in reading/language arts.

As measured by:
WV Higher Education Policy Commission Report (not published annually)

Baseline Data 0.18

Targets		Actual	
2005-2006	0.17	**2005-2006**	0.18
2006-2007	0.16	**2006-2007**	0.18
2007-2008	0.15	**2007-2008**	N/A
2008-2009	0.14	**2008-2009**	N/A
2009-2010	0.13	**2009-2010**	N/A

Goal 5: To increase the percentage of highly qualified teachers in NCLB-identified core subjects.

Objective 5.1 Mercer County will meet 100% highly qualified teachers in NCLB-identified core subjects;thereafter, the county will maintain 100% rate.

As measured by:

Baseline Data 0.96

Targets		Actual	
2005-2006	1.00	**2005-2006**	0.93
2006-2007	1.00	**2006-2007**	1.00
2007-2008	1.00	**2007-2008**	N/A
2008-2009	1.00	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

Goal 6: To educate all students in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective 6.1 To decrease by 10% annually the number of violations of the student Code of Conduct for acts of aggression or fighting.

As measured by:
WVEIS Data

Baseline Data 468.00

Targets		Actual	
2005-2006	468.00	**2005-2006**	468.00
2006-2007	421.20	**2006-2007**	379.40
2007-2008	374.40	**2007-2008**	N/A
2008-2009	327.60	**2008-2009**	N/A
2009-2010	280.80	**2009-2010**	N/A

Objective 6.2 To decrease by 10% annually the number of suspensions for violations of the Code of Conduct.

As measured by:
WVEIS Data

Baseline Data 2822.00

Targets		Actual	
2005-2006	2822.00	**2005-2006**	2822.00
2006-2007	2540.00	**2006-2007**	2301.00
2007-2008	2258.00	**2007-2008**	N/A
2008-2009	1976.00	**2008-2009**	N/A
2009-2010	1694.00	**2009-2010**	N/A

Objective 6.3 To decrease by 10% annually the number of violations of the tobacco policy.

As measured by:
WVEIS data

Baseline Data 0.89

Targets		Actual	
2005-2006	0.89	**2005-2006**	0.89
2006-2007	0.80	**2006-2007**	43.00
2007-2008	71.00	**2007-2008**	N/A
2008-2009	62.00	**2008-2009**	N/A
2009-2010	53.00	**2009-2010**	N/A

Objective 6.4 To decrease by 10% annually the number of violations for acts of bullying and/or harrassment.

As measured by:
WVEIS data

Baseline Data 134.00

Targets		Actual	
2005-2006	134.00	**2005-2006**	134.00
2006-2007	121.00	**2006-2007**	126.00
2007-2008	108.00	**2007-2008**	N/A
2008-2009	95.00	**2008-2009**	N/A
2009-2010	82.00	**2009-2010**	N/A

Objective 6.5 To decrease by 10% annually the percentage of students who self report using tobacco.

As measured by:
Pride Survey data

Baseline Data 0.25

Targets		Actual	
2005-2006	0.25	**2005-2006**	0.25
2006-2007	0.23	**2006-2007**	25.30
2007-2008	0.20	**2007-2008**	N/A
2008-2009	0.18	**2008-2009**	N/A
2009-2010	0.15	**2009-2010**	N/A

Objective 6.6 To decrease by 10% annually the percentage of students who self report using alcohol.

As measured by:
Pride Survey data

Baseline Data 0.46

Targets		Actual	
2005-2006	0.46	**2005-2006**	0.46
2006-2007	0.41	**2006-2007**	45.50
2007-2008	0.36	**2007-2008**	N/A
2008-2009	0.32	**2008-2009**	N/A
2009-2010	0.27	**2009-2010**	N/A

Goal 7: To install/maintain technology to support/enhance academic programs, improve communication, and ensure a safe learning environment

Objective 7.1 100% of all computers will run Windows XP or later operating system

As measured by:
Digital Divide Survey

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.37
2006-2007	0.55	**2006-2007**	0.49
2007-2008	0.70	**2007-2008**	N/A
2008-2009	0.85	**2008-2009**	N/A
2009-2010	1.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Research-Based High Yield Instructional Strategies	High performing school districts understand that the key to improving student achievement is to improve the quality of instruction in every classroom. Numerous research studies support the belief that the quality of instruction a student receives has a greater effect on the level of achievement than the student's background characteristics. (Reeves,) The research further idedntifies specific strategies that have the greatest impact or increasing student achievement and also indicates that to increase student achievement school wide, these research based instructional strategies must be pervasive and consistent throughout the school and district. (Marzano*, Classroom Instruction That Works)*
Instructional Management	Being able to effectively manage the instructional system is a key to student achievement. The use of formative assessments helps teachers manage thier instruction in a manner that the student is able to self assess himself/herself and know what is needed to improve. In their 1998 synthesis of research, Black and William (1998) reported that formative assessment produced significant learning gains, with effect gains between 0.4 and 0.7. They noted, however, that in schools achieving these gains, students were the primary users of formative assessment information. Sadler (1998) had previoulsy reported similar findings. This research on formative assessments suggests that studetns should be able to answer three basic questions: Where am I going? Where am I now? And how can I improve? (adapted from Atkin, Black, & Coffey, 2001). When students are engaged in self-reflection, are shown examples of strong and weak work, are offered descriptive feedback and, with assistance from the teacher, able to design lessons to focus on one aspect of quality at a time their level of achievement becomes self-directed and the teacher serves as a facilitator of the learning process---managing the instruction to meet the needs of the student.
Parents as Respected and Valued Partners	Title I Compliance More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994). Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. “The evidence is consistent, positive and convincing: families have a major influence in their children’s achievement.”
Highly Qualified Teachers	Titles I and ll compliance Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest

	correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. *Education Policy Analysis Archives,* Vol. 8 Number 1.
Effective Transition Pre K to Post Secondary	Title I Compliance A series of studies of schools and school districts identified the importance of 8 “essential elements” for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). Data from school districts in NNPS revealed that three factors affected district leadership and district leaders’ impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders’ direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c)
Standards-Based Unit and Lesson Design	According to Marzano, Picketing, and McTighe (1993), curriculum standards are often described as the goals of classroom instruction; they contain explicit expectations for students and schools and provide a common language for delineating goals and progress toward those goals. For example, in the area of writing, curriculum standards are designed to help students become successful writers. Consequently, the standards and indicators provide information on what to teach students to help them become successful writers. When making decisions about what to teach, educators should begin with standards from their state curriculum. When curriculum standards are aligned with instructional strategies that support the required learning, they have the potential to improve educational practices. Further, appropriate assessments are necessary for measuring student progress. Faced with a variety of effective strategies from which to choose, it is also important that teachers select a strategy that aligns with the required state standards. Aligning state curriculum standards with assessment and a teaching strategy is required in today's classrooms. It is important to develop a monitoring system that can be used to verify assessment information and determine the effectiveness of selected teaching strategies for all students in the classroom. Ongoing, accurate assessment data are critical for special education teachers, who are required to monitor student progress in inclusive settings. These special education teachers typically rely on the general education teacher's data for making instructional decisions (Dyck et al., 1998). To adequately plan for instruction for students with disabilities in inclusive settings, special education teachers need access to objective data, which can then be used to develop and evaluate goals and objectives. References: Dyck, N., Pemberton, J., Woods, K., & Sundbye, N. (1998). Creating inclusive schools: A new design for ALL students. Lawrence, KS: Curriculum Solutions. Marzano, R. J., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Alexandria, VA: Association for Supervision and Curriculum Development.
Differentiated Instruction	Differentiated Instruction is not a trend: it is a research-based effort that enhances learning for all students by engaging them in activities that better respond to their particular learning needs, strengths, and preferences. (Heacox 2002) Many researchers have evidenced the benefits of Differentiated Instruction. Ron Brandt, Powerful Learning, drawing upon findings from psychology and brain research, describes how differentiated instruction promotes learning and then provides examples of real schools to illustrate how this model applies to students in the classroom (1998). Authors Rita and Kenneth Dunn provide a thorough analysis of learning styles and strategies for both elementary and secondary students, and offer detailed illustrations of various designs, such as differentiating the instruction to match the various learning styles (1992 & 1993). Robert Marzano, Classroom Instruction that Works, includes findings from Mid-continent Research for Education and Learning (McREL) that analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms. The study was able to identify 9 categories of strategies with a high probability of enhancing student achievement; however, the findings suggest that no instructional strategy works equally well in all situations with all students, and that a variety of research-based strategies would better meet the needs of all students (2001). No educator in the US can study the concept of Differentiated Instruction without reading about the critical role of researcher, Carol Ann Tomlinson, who works closely with the Learning Focused model adopted by our county (McCalister, Thompson & Thompson 2005). Our county has provided for Supervisors to become trainers of Differentiated Instruction K-12 through the Learning Focused Model. (See references listed below). Keacox, Diane Ed.D. Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12. 2002. Brandt, Ron. Powerful Learning. Alexandria, Va:

	Association for Supervision and Curriculum Development. 1998. Dunn, Rita S., and Kenneth J. Dunn. Teaching Elementary Students through Their Individual Learning Styles: Practical Approaches for Grades 3-6. Needham Heights, MA: Allyn & Bacon. 1992 Dunn, Rita S., and Kenneth J. Dunn. Teaching Secondary Students through Their Individual Learning Styles: Practical Approaches for Grades 7-12. Needham Heights, MA: Allyn & Bacon 1993. Marzano, Robert J., Debra J. Pickering, & Jane E. Pollock. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. ASCD 2001. McCalister, Dr. Linda, Dr. Julia Thompson, & Dr. Max Thompson. Differentiating Instruction and Assignments. Learning Focused Solutions. 2005
Support for the Work of the School Strategic Planning Process	Title IV Compliance Safe and Orderly Environment. In the effective school we say there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. School Climate **Studies show that schools in which students feel as though they belong and that people in the school care about them experience less disorder and student misbehavior. Students who bond with positive people and institutions are less likely to become involved in violence and other behavior.** **Supporting Citations:** Cotton, Kathleen. (2001). Schoolwide and classroom discipline. *School Improvement Research Series*, Close-Up #9. O'Donnell J., Hawkins, J.D., and Abbot, R.D. (1995). Predicting serious delinquency and substance use among aggressive boys.. *Journal of Clinical and Consulting Psychology*, 63, 529-537. Gottfredson, D.C. (1989). Developing effective organizations to reduce school disorder. In C. Moles (Ed.), *Strategies to reduce student misbehavior* (pp. 87-104). Washington, D.C.: Office of Educational Research and Improvement. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), *Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress* (pp. 5-1 - 5-74). Washington, DC: US Department of Justice. Gottfredson, D.C. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: investigation of a school-wide social skills training program and contextual interventions . *School Psychology Review* 27 (3), pp. 446-459. Gresham, F.M., Sugai, G., Horner, R.H., et al. (1998) Classroom and schoolwide practices that support children's social competence: a synthesis of research. Draft final report for American Institutes of Research and Office of Special Education Programs. Horner, R.H., Sugai, G., Lewis-Palmer, T.and Todd, A.W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional & Behavioral Disorders in Youth* , 1(4), pp. 77-79. Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27(3), pp. 446-459. McNeely CA, Nonnemaker JM, Blum RW (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *Journal of School Health*, 72 (4), pp. 138-146. **Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.** **Supporting Citations:** DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. *Journal of Adolescent Health*, 19, 111-117. Johnson,D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. *Review of Educational Research*, 66(4), p.459-506. Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. *Mediation Quarterly*, v.16,no.1, 85-99. Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. *Journal of School Health* 65(10), 426-431.

	Studies show that anti-bullying policies, along with encouragement of appropriate behavior, can dramatically reduce bullying at school and lower the likelihood of later aggression and delinquency which often follows. In addition, research suggests that school climate improves only when schools develop and implement a comprehensive anti-bullying plan designed to teach pro-social behavior, limit aggressive behavior and teach skills that promote positive interactions between students. **Supporting Citation:** Leff SS, Power TJ, Costigan TE, et al. (2003). Assessing the climate of the playground and lunchroom: implications for bullying prevention programming. *School Psychology Review* (32) 3, 418-430. Olweus, D. (1994). Bullying at school: Basic facts and effects of a school-based intervention program. *Journal of Child Pscyhology and Psychiatry* (35) 7, 1171-1190. Orpinas, P, Horne, AM (2004). A Teacher-focused approach to prevent and reduce students' aggressive behavior. *American Journal of Prevention Medicine* (26) 1 supp, 29-38. Rodkin PC, Hodges EVE (2003). Bullies and victims in the peer ecology: four questions for psychologists and school professionals. *School Psychology Review*
Use of Data to Target Improvement Efforts	Title I Compliance"" /> High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (*Guide to Using Data in School Improvement Efforts*. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory. Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources. Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)
Integration of 21st Century Learning	Title I compliance We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time. Guideline #1: Recognize Change as Both an Individual and Organizational Process Guideline #2: Think ***Big***, but Start ***Small*** Guideline #3: Work in Teams to Maintain Support Guideline #4: Include Procedures for Feedback on Results Guideline #5: Provide Follow-Up, Support, and Pressure Guideline #6: Integrate Programs

	What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained. Thomas Guskey (1995)
Adjustment of Instructional Time	Title I compliance The 1994 report of the National Education Commission on Time and Learning, Prisoners of Time, is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, Prisoners of Time: Report of the National Educational Commission on Time and Learning, April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)
Other Strategy Effective Preschool Early Intervention Programs	Title I Compliance This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale & Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention. Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income. Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001) The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn. In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children's short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk. Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004, December 24). *Education Policy Analysis Archives*

Technology Plan

Submitted by - kls51001 2007-07-25 12:47:13.0

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,

Mercer County's Technology Vision Statement is this: To provide students with the 21st century training and technology skills necessary to succeed in a competitive, changing society. Implicit in the above statement is the need to (1) provide and maintain state-of-the-art technology and (2) train educators to effectively use that technology. Mercer County's Technology Plan complements and supports the county's instructional goals while meeting objectives/requirements of each school, county/state policies, state/federal programs, and competitive grants. Examples of these requirements include: Policy 2320: A Process for Improving Education Performance Based Accreditation System; Policy 2450: Virtual Distance Learning; Policy 2460: Use of the Internet by Students and Educators; Policy 2470: Use of Technology by Students and Educators; Policy 2510: Assuring Quality of Education; Policy 2520: Content Standards and Objectives; Federal Communications Commission (FCC) in order to receive Universal Service Fund Program E-rate Funds; the No Child Left Behind Act of 2001 which establishes the Enhancing Education Through Technology Program; West Virginia House Bill 4319; Basic Skills/Computer Education (BS/CE); WV SUCCESS; and WVDE Reinvention Education. The most important function of the plan is to ensure that the effective use of educational technology supports achievement and lifelong learning. In Mercer County, technology is employed for classroom instruction, research, and learning stations; distance learning through interactive classrooms; publications, word processing, and business and computer application courses; simulated driving experiences, media center indexes and cataloging; alternative school self-paced instruction; Computer-aided Drafting (CADD) and graphic design; assisted programs for special needs learners; group presentations/senior projects; adult education courses; and a host of instructional and administrative uses. Federal Strategy 5.4 relates to the maintenance of this equipment. At present, Mercer County employs one full-time technician and contracts with RESA 1 for 3 full-time technicians. The county's immediate objective is to repair or update all educational technology within ten (10) working days of the request being filed. A long-range goal is to employ/train enough technicians to complete repairs/updates within 1 working week of the request. Federal Technology Strategy 5.7 will continue to be addressed through offerings at the Adult Learning Center, Technical Education Center, and through Community Education. Surveys to determine needs are conducted annually through Local School Improvement Councils and the School to Work program. The goal remains to provide access to adult education by offering a wide variety of courses within a flexible schedule.

Technology Needs Assessment

Digital Divide reports indicate that only49% of all computers in the county run on Windows XP. Further, almost half of all professional employees (47.8%) have had only 5 hours or less of technology training. Implication: Upgrade hardware and operating systems to latest Windows and software to meet the academic needs identified by data analysis. Continue to increase technology staff development.

Action Steps

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

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Plan Section Special Ed

Associated Goals/Objectives Special Needs - math ,Special Needs - Reading/Language Arts ,Technology improvement

Associated High Yield Strategies None

Action Step SE Purchase materials, supplies and equipment to ensure the provision of a free, appropriate public education for eligible students with disabilities and exceptionalities as appropriate, specifically, evaluation instruments and related items required to identify students with exceptionalities, classroom materials and supplies, computer equipment for SWD, assistive technology equipment, parent training, office supplies and equipment.

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

Purpose Provide a FAPE.

Persons Responsible CASE

Target Audience Students with exceptionalities.

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

Federal Compliance Monies $ 86,854.68

SpecEd School Age-$ 12,854.68 SpecEd State Funds-$ 74,000.00

Plan Section Technology

Associated Goals/Objectives Technology improvement **Associated High Yield Strategies** Integration of 21st Century Learning

Action Step -TECH/1-Budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills

01 - Add workstations, whiteboards, projectors, printers in elementary and secondary schools

02 - Add servers to schools with servers over 4 years old

03 - Upgrade switches and other infrastructure components to ensure the reliability of the network

04 - Use Fourier 5000 for science/math instruction

05 - Use Palm Pilots for DIBELS formative assessments and interpretation of results in K-3 classrooms

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

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

Persons Responsible Administrators, teachers, guidance counselors

Target Audience All schools

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

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

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Plan Section Technology

Associated Goals/Objectives Technology improvement **Associated High Yield Strategies** Integration of 21st Century Learning

Action Step -TECH/2-Focus on using technology to improve achievement of all students with special emphasis on high need and high poverty students

1 - Implement Odyssey (software lessons aligned to WV CSOs) in five elementary/middle schools, going to schools with lowest need per achievement scores

2 - Elementary schools use Accelerated Reading software to improve reading, Accelerated Math to improve math, Essential Skills software to reinforce math and reading skills

3 - Elementary schools will use Inspiration mapping software

4 - Secondary schools use Microsoft Office to teach workplace and productivity skills

5 - Teachers will use SASinSchools lessons which are aligned to WV CSOs

6 - Students will use Nova 5000 science and math software/probes for scientific measurement and analysis

7 - Use Plato software for credit recovery and CSO alignment

8 - Students will use Writing Roadmap for writing reinforcement, instruction and acceleration

9 - Use DIBBELS software in K-3 for formative assessment in reading

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

Purpose To allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems

Persons Responsible Administrators, teachers, guidance counselors

Target Audience All schools

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

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Plan Section Title III

Associated Goals/Objectives Low SES - Reading/Language Arts ,African-American - **Associated High Yield Strategies** Differentiated Instruction

Reading/Language Arts,Special Needs - Reading/Language Arts

Action Step GOAL II LEA will provide instructional materials, software, and technical support for ESL and classroom teachers and their LEP students.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
August 27, 2007	September 9, 2008	?	?

Purpose To enable LEP students to become fluent in English and meet content standards

Persons Responsible LEP Advisory Committees and Title III directors

Target Audience Identified LEP students

Federal Compliances Title III 01. New Language Instruction/Academic Content, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section Title IV

Associated Goals/Objectives Tobacco Cessation ,Bullying ,Life Skills ,ATOD Skills

Associated High Yield Strategies None

Action Step -TITLE IV-Purchase Discovery Heatlh Education Websites Site Renewal Licenses for 24 schools in Mercer County.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
October 1, 2007	October 31, 2007	?	?

Purpose Increase students knowledge and skills

Persons Responsible Classroom teachers

Target Audience Teachers, Students

Federal Compliances RLIS 05. Safe & Drug Free Schools ,Title IV 01. Alcohol ,Title IV 02. Tobacco ,Title IV 03. Other Drugs ,Title IV 04. Violence, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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

Plan Section Technology

Associated Goals/Objectives Technology improvement

Associated High Yield Strategies Integration of 21st Century Learning

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

01 - Provide voice, long distance, paging (nurses/bus drivers/maintenance) and cellular (bus drivers/technicians/maintenance/nurses/central office for improved communication and collaboration and to ensure safe school environment

02 - To provide increased high bandwidth - Ethernet connections between all schools and the central office and the West Virginia Department of Education- to create a centralized WAN with faster, more reliable, consistent and efficient connectivity

03 - To use data lines for research, for access to WVEIS, for email communication, for school and county websites

04 - Use Email for communication among staff, with students, families and community

05 - To use the Internet for research, to access standards based lesson plans, to access the WVEIS for student information/attendance, etc.

06 - To use Writing Roadmap to prepare students for online writing assessment

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

Purpose To ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Persons Responsible Administrators, teachers, guidance counselors

Target Audience All schools

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

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

Plan Section Technology

Associated Goals/Objectives Technology improvement **Associated High Yield Strategies** Integration of 21st Century Learning

Action Step -TECH/4-Ensure increased access to technology for students and teachers

01 - Provide/update computer labs in all secondary schools

02 - Provide mobile labs in high schools for increased access

03 - Provide labs or three to five computers per classroom in elementary schools

04 - Provide computers for teachers

05 - Use handheld computers for increased access

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

Purpose To improve the integration of technology and 21st century achievement

Persons Responsible Administrators, teachers, guidance counselors

Target Audience All schools

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

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

Plan Section Technology

Associated Goals/Objectives Technology improvement **Associated High Yield Strategies** Integration of 21st Century Learning

Action Step -TECH/5-Use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction

01 - Collaborate with institutions of higher education to provide direct and interactive/video college courses during and after the school day

02 - Use video classrooms to deliver Advanced Placement and upper-level science and math college courses

03 - To provide access to WV Virtual Schools for access to courses not otherwise available through traditional classroom instruction

04 - Partner with Glenville State College to establish a distance learning science lab for science instruction and collaboration between science teachers at PikeView High School, Glenville faculty, and NASA

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

Purpose To enhance the curriculum offerings at high schools, middle and elementary schools

Persons Responsible Administrators, teachers, guidance counselors

Target Audience All stakeholders

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

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

Plan Section Technology

Associated Goals/Objectives Technology improvement **Associated High Yield Strategies** Parents as Respected and Valued Partners

Action Step -TECH/6- Promote collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers

01 - Facilitate the use of school and county websites to communicate with parents and to support academic curriculum

02 - Partner with Glenville State College to establish distance learning labs for science instruction and collaboration between science teachers in county, Glenville faculty and NASA

03 - Offer credit recovery courses for adults - Second Chance program

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

Purpose To improve communication with families and community stakeholders | **Persons Responsible** Administrators, teachers, guidance counselors | **Target Audience** All stakeholders

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

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Technology 07-Professional Development for 21st Century Instruction

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Plan Section County Strategic

Associated Goals/Objectives Low SES --math ,African-American - math ,Special Needs - math ,Scoring Above Mastery and Distinguished ,Low SES - Reading/Language Arts ,African-American - Reading/Language Arts,Special Needs - Reading/Language Arts ,Scoring Above Mastery and Distinguished ,Increased Graduation Rate ,Remedial College Math ,Remedial College Courses - Reading/LA ,Technology improvement

Associated High Yield Strategies Integration of 21st Century Learning

Action Step GOAL IV (I,II)LEA will expand technology integration in the classroom to teach 21st Century skills in all grades and content areas to learners at all levels

1 - Improve classroom technology resources.

2 - Employ and utilize additional Technology Integration Specialists to deliver embedded staff development.

3 - Provide continued,stipended professional development summer sessions on use of technology to teach 21st C. skills.

Projected Begin Date August 22, 2007 | **Projected End Date** June 10, 2008 | **Actual Begin Date** ? | **Actual End Date** ?

Purpose To motivate and differentiate instruction for all students | **Persons Responsible** Director of Technology Programs,Staff Development Coordinator AdministratorsTeachers | **Target Audience** All students | **Intended Impact on Audience** Improved competency and use of technology to support 21st C . skills.

Professional Development Trainer Led ,Web Based

Federal Compliances RLIS 02. Teacher Professional Development ,Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

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Plan Section Technology

Associated Goals/Objectives Percent of Highly Qualified Teachers ,Technology improvement

Associated High Yield Strategies Integration of 21st Century Learning

Action Step -TECH/7- Provide professional development activities for using the telecommunications network for training teachers and administrators

01 - Conduct Technology Training academy in summer to train 300 teachers on web pages, Office products, Compass Odyssey, interactive classroom, whiteboards, email, etc.

02 - Conduct Compass Odyssey training for elementary schools where Odyssey is implemented

03 - Train teachers to use interactive classroom for course delivery

04 - DIBELS training/reinforcement is provided for elementary K-3 teachers

05 - Fourier training is provided for teachers using the Nova 5000

06 - Technology integration specialists will be placed in schools (through Title I and II) for embedded prof. development.

07 - To provide interactive white board training for improved instruction

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

Purpose To improve the integration of technology including technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction | **Persons Responsible** Prof. Dev. Coordinator, Dir. of Tech.,Principals, teachers | **Target Audience** All stakeholders

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology improvement

Associated High Yield Strategies Integration of 21st Century Learning

Action Step -TECH/8- To implement, support, maintain and repair all computer equipment and internal connections.

01 - Upgrade computer hardware and operating systems to latest Windows and Norton anti-virus updates to meet needs of students and teachers

02 - Employ four county technicians to provide maintenance and support for telecommunications network

03 - To collaborate with TFS vendors for maintenance and support for equipment with four year warranties

04 - Use Deep Freeze in computer labs for consistent reliability of computers

05 - Use AB Tutor for monitoring in computer labs

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

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

Persons Responsible Dir. of Tech. technicians, sysops, school administrators

Target Audience All stakeholders

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Graduation ,Technology improvement

Associated High Yield Strategies Integration of 21st Century Learning

Action Step -TECH/9- To collaborate with adult literacy providers when appropriate

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

Purpose To improve the collaboration with stakeholders

Persons Responsible County and school administrators

Target Audience All stakeholders

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	27,360.00	21,340.60	6,019.40
		Data Lines	21,220.00	16,551.60	4,668.40
		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	7,200.00	5,616.00	1,584.00
		Paging	4,650.00	3,627.00	1,023.00
		Voice	102,000.00	79,560.00	22,440.00

		WAN	200,000.00	156,000.00	44,000.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	294,030.00	229,343.00	64,687.00
TFS/Elementary E-rate Application	2008	Bluefield Intermediate	0.00	0.00	0.00
		Princeton Primary	0.00	0.00	0.00
		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	27,360.00		21,340.80	6,019.20
		Data Lines	152,820.00		119,199.60	33,620.40
		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	7,200.00		5,616.00	1,584.00
		Paging	4,650.00		3,627.00	1,023.00
		Voice	102,000.00		79,560.00	22,440.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	294,030.00		229,343.40	64,686.60
TFS/Elementary E-rate Application	2007	Bluefield Intermediate	0.00		0.00	0.00
		Princeton Primary	0.00		0.00	0.00
		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	19,320.00		15,069.60	4,250.40
		Data Lines	158,220.00		123,411.60	34,808.40
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	150,000.00		121,800.00	28,200.00
		Internet Access	0.00		0.00	0.00
		Long Distance	16,216.80		12,649.10	3,567.70
		Paging	4,320.00		3,369.60	950.40
		Voice	105,353.28		82,175.56	23,177.72
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	453,430.08		358,475.46	94,954.62
State Basic Skills E-rate Application	2006	Bluefield Intermediate	20,329.00	80	16,263.20	4,065.80
		Princeton Primary	23,318.00	80	18,654.40	4,663.60
		State Totals - BS/CE	43,647.00		34,917.60	8,729.40
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	14,400.00		11,520.00	2,880.00
		Data Lines	185,685.00		148,548.00	37,137.00
		Internal Conn Maint	144,000.00		119,400.00	24,600.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	15,000.00		12,000.00	3,000.00
		Paging	3,240.00		2,592.00	648.00

	Voice	90,000.00		72,000.00	18,000.00
	Web Hosting	0.00		0.00	0.00
	E-rate Totals	452,325.00		366,060.00	86,265.00
State Basic Skills E-rate Application 2005	Sun Valley ES	2,022.00	80	1,617.60	404.40
	State Totals - BS/CE	2,022.00		1,617.60	404.40
State SUCCESS E-rate Application 2005	Bluefiled HS	2,256.90	80	1,805.52	451.38
	Lashmeet Matoaka	3,888.80	90	3,499.92	388.88
	Montcalm HS	2,256.90	80	1,805.52	451.38
	Princeton HS	57,868.40	70	40,507.88	17,360.52
	Spanishburg K-8	7,152.60	90	6,437.34	715.26
	State Totals - SUCCESS	66,271.00		47,618.84	18,652.16

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?	02/22/2005
3. When was the public meeting held for CIPA Compliance?	09/25/2001
4. Provide the URL to your acceptable use policy.	boe.merc.k12.wv.us/policy.htm

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	0	0	0
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	26	1	27
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0

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

16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?	Princeton HS, Bluefield HS, Pikeview HS, Montcalm HS, Princeton Middle and Bluefield Middle all have two T-1 line connections

WORK PLAN SUMMARY

Support/Capacity Building Process

Mercer County Schools provides administrative leadership, financial and supervisory support, assistance with data collection and analysis, and leadership/assistance in planning and delivering staff development to meet the needs of personnel. Further, the county makes every effort to provide open communication, a safe work environment, and good financial management to support staff in 26 schools.

Process Monitoring

Mercer County uses the following on-going activities to monitor progress toward meeting the goals set forth in this plan: periodic classroom walk-through observations in every school, review of academic coaches' Activity Logs; collection and study of annual data from extended year and outside-of-class tutoring; careful study of student assessment data as it becomes available including WESTEST performance, EXPLORE, PLAN, and ACT scores, OEPA and Federal Monitoring reports, Promise Scholarship awards, Informal math assessment, WV Writing Assessment, Quarterly Benchmark assessments; monthly monitoring of attendance and enrollment in specific programs including those at Mercer County Technical Education Center, careful scrutiny of graduation rates and data showing rate of remediation required by colleges and universities.

The above data is periodically reviewed by county-level personnel and Board members and discriminately shared with principals and professional staff. All future planning and decision-making is informed by the most current data and research available.

Evaluation Process

As set forth above, data from multiple sources is periodically reviewed by county-level personnel and Board members and discriminately shared with principals and professional staff. The county considers less objective data as well, including anecdotal information gathered from students, teachers, and parents, surveys, questionnaires, and staff development feedback. The Title I director invites public/parental input through semi-annual informational meetings. Although future planning and decision-making is informed by the most current data and research available, the county recognizes that benefits of most initiatives do not accrue immediately, and that implementing successful, sustainable change requires careful planning and longevity. Finally, all new Board policies --including those that directly impact instruction-- are open for public comment prior to second reading.