FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MINERAL COUNTY SCHOOLS MINERAL COUNTY SCHOOL BOARD OFFICE
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"Good plans shape good decisions.
That's why good planning helps to make elusive dreams come true."
Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Mrs.	Paula Campbell
	Mr.	David Albani
	Mr.	Robert Woy
	Mr.	Alan Whetzel
	Mr.	Robert Mason
	Mr.	Tilden Hackworth
	Dr.	Thomas Denne
Business & Community	Mrs.	Frances Dolloph
	Dr.	Kerry Odell
	Mr.	Kolin Jan
	Mrs.	Anne Palmer
	Mr.	Mike Makosky
	Mr.	Mike Heagle
	Mr.	Richard Hamblin
Parents	Mr.	Kevin Watson
	Ms.	Barb Shetler
Students	Miss	Michelle Treadwell
	Mr.	Alex Grabenstein
	Miss	Claire Williams
Teachers	Mrs.	Sue Alkire
	Mrs.	Nancy Starcher
	Mr.	Luke Denne
Technology Committee	Mr.	Rob Woy

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

SUCCESS FOR ALL STUDENTS- NO EXCEPTIONS, NO EXCUSES

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. 1. Children are our most valuable resource, and they thrive in an environment where they are nurtured, treated with respect and provided with affective supports.
2. 2. Parents and the community at large must be valued and respected partners in finding success for all students.
3. 3. Schools and school systems are responsible for creating the conditions necessary for student success.
4. 4. Strong instructional leadership and highly qualified personnel are necessary to achieve success for all students.
5. 5. The primary measures of school and system success are the increase in students who achieve proficiency and the decrease of students in the achievement gap among student sub groups.
6. 6. All students can learn, and 90% of Mineral County students can achieve proficiency by 2010.
7. 6. Transforming a school system to produce “Success for All” requires a systemic continuous improvement process.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Local Levy/Bond Money	125,000.00
Technology E-rate	114,579.00
Technology E-rate County Match	70,227.00
Technology Local Share	18,566.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	66,111.00
TFS/Elementary Technology	60,740.00
TFS/Secondary Technology	75,068.00
Title II	301,658.00
Title IV Safe and Drug Free Carryover Budget	6,867.16
Title IV Safe and Drug Free Schools	27,468.64
Title V	45,980.89
Total	**$ 912,265.69**

DATA ANALYSIS

A. EXTERNAL DATA

ANALYSIS

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

Total County: 1990 26,697 2003 27,147 1.7% increase Total School: 1991 4,843 2005 4,632 (includes PK)

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

Increase in population without corresponding increase in school population indicates an aging population. Support for bond issues may remain weak? Facility maintenance improvement will demand a diversion of current funding away from instruction.

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

There is an increase in the unemployment rate and a corresponding increase in free and reduaced lunch rate. There is less disposable income. 1990 unemployment: 6.7% 2003 unemployment: 7.7% 14% increase in unemployed # Free-reduced Lunch 1990: 39.4 % 2003: change

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

A major local employer is signaling an increase in jobs. Employment has been stable. The system must be aware of new home locations. There should be attention to training needs of employers.

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

Significant increase in the percentage of single parent families indicates a growing need for after school programs and family support.

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?

Increased concern about drug use in the community. Need for more alternative school and community based programs.

Based upon the 2005-06 PRIDE Survey Violence Indicators, all eight indicators **decreased** over the last school year.

The eight indicators are:

1. Threatened a fellow student
2. Get into trouble with the police
3. Being afraid at school
4. Being hurt at school
5. Carrying a gun for protection / weapon while not at school.
6. Participated in gangs.
7. Thought often or alot about suicide.
8. Carry a gun to school in the past year.

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

It is an emphasis and a financial concern to the school system. New courses have been created to better prepare students. Avenues must be maintained for increased communication opportunities. Increased data collection and analysis for decision making is necessary.

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

A high percentage of secondary students are employed and a surprising number work 40 hour weeks after school hours. This affects classroom performance and involvement in school activities. Most indicate that their work is "for extra money."

PRIORITIES

1. The increase in population without corresponding increase in school population indicates an aging population. Support for bond issues may remain weak? Facility maintenance improvement will demand a diversion of current funding away from instruction.

2. The trend of decrease in school population is predicted to continue K-12.

3. There is an increase in the unemployment rate and a corresponding increase in free and reduced lunch rate. Less disposable family income.

4. A major local employer is signaling an increase in jobs. Employment has been stable. System must be aware of new home locations. There should be attention to training needs of employers.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

Only one of twelve schools did not make AYP. The county is not identified for improvement.

WESTEST Confidential Summary Report

One middle school did not make AYP in Reading/ Language Arts in Special Education . .

WESTEST Confidential Item Analysis Summary

Reading improvement is needed for special education students in all middle schools.

WESTEST Confidential Roster Report

Test mate clarity and school roster reports will be reviewed at the school level to identify individual students and groups of students to be targeted for remediation.

WV Writing Assessment

More students need to achieve at higher levels.

SAT/ACT Results

The county will analyize ACT results and react to assessment trend data.

ACT Explore - Grade 8 Middle School

The county will analyize Explore results and react to assessment trend data.

ACT Plan - Grade 10 High School

The county will analyize Plan results and react to assessment trend data.

AP Testing Report/AP Rate

The county will analyize AP results and react to assessment trend data.

End of Course Testing Report for Career and Technical Education

Five areas of fourteen did not meet Perkins core standards: Automotive Technology, Electronics, General Building Construction, Prostart, and Business.

Informal Reading Assessment

Schools will review Dibles or IRA data to develop individual diagnostic and prescriptive teaching strategies.

Informal Math Assessment

Schools will review IMA data to develop individual diagnostic and prescriptive teaching strategies.

Formative and Benchmark Assessments

Schools will review mastery level achievement to determine areas for improvement.

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

The school enrollment form provides initial identification of those who need to be screened for English proficiency. Next please notify the Title III director (Mike Burke) if any student has a native or home language other than English.

The WVDE webpage for LEP is at http://wvconnections.k12.wv.us . There is a great deal of useful information there, including a toolkit for the classroom teacher and a translation page that can help meet the federal requirement to provide documents in the parer language. Rubrics can be found that will help with service decisions.

After a student is identified:

1. The LEP Assessment Participation Document is to be initiated and completed within 30 days. The student is enrolled in the most age appropriate class.
2. The student is identified in WVEIS from the "Access to All Students" screen.
3. A school level LEP committee is convened during the 30 day period to address service needs and **to decide how best to include the LEP student in the assessment process. All LEP students are to be included.**
4. Administration of the Woodcock Munoz can be requested of Student Services for help in placement and services decision making. This instrument provides data which dictates the level of service an LEP student should receive. Scores from Woodcock Munoz are the WVEIS LEP status screen. No other assessment of K-2 students for 2003-2004.
5. If the student is eligible for service, the parent is to be notified of eligibility. That notification form is available from the Connections web site under "News".
6. Service may be provided after assessment, parent notification and LEP committee consideration. The LEP Assessment Documentation Form should be completed at this time. **If the parent denies permission to provide ESL services, he/she must sign an Er Form that must be kept on file.**
7. The student may receive modified classroom instruction and/or other services until required proficiency is obtained. Exit information is to be included in the WVEIS LEP information screen. Communication with the parent is necessary. The exited LEP student is tc two years

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

One student was tested in the spring of 2007.

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

0 The student tested was a second grader.

Attendance

There is need to gather more data. There is no apparent concern regarding ethnicity in the number of truancy cases reported for court action; however, there is a low SES concern.

College Enrollment Rate

College going rate needs to be increased. Students need to understand and appreciate the value of Tech Prep and other post secondary education.

PRIORITIES

1. Mineral County Schools must improve student performance. MSTW and HSTW standards and indicators will provide the foundation for improvement.
2. Mineral County Schools must better prepare students for careers and positive contribution to society.
3. Mineral County Schools must provide a safe and effective school environment. environment.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

There is need to gather more data. There is no apparent concern regarding ethnicity in the number of truancy cases reported for court action; however, there is a low SES concern.

Discipline Referral Report

Although discipline referrals county wide have been reduced in 2005 by 5% over 2004, referrals in the area of "failure to follow instructions", P02, have increased by 10% in 2005.

Based on 2005-06 WVEIS discipline data, county discipline referrals continued to decrease in 2006 by 8% over 2005 (330 referrrals). Discipline trends by **"Offense"** are as follows:

There is an **increase** in:

- Students who willfully disobey teachers.
- Student difiance (significantly)
- Tardiness
- Failure to complete assignments
- Harassment / Bullying

There is a **decrease** in:

- Physical Fights
- Disruptive Behavior in other locations
- Physical assults on students by students
- Disruptive behavior in class
- Possession / use of drugs / illegal substances
- Unacceptable language / remarks
- Skipping Class

Discipline trends by **"Action"** are as follows:

There is an **increase** in:

- Loss of bus privileges

There is a **decrease** in:

- Exclusion from the classroom
- In-school suspensions
- Out of school suspensions
- Parent conferences

Dropout Rates/Graduation Rates (by subgroup if available)

There is need to continue attention to reduction of the dropout rate.

College Enrollment Rate

The college going rate needs to be increased. Students need to understand and appreciate the value of Tech Prep and other post secondary education.

College Developmental Course Rate

There is need to reduce the number of students requiring developmental courses.

PRIDE Survey

- Based upon PRIDE Survey data from 2004, 2005, and 2006, the following conclusions and trends have been established:
- AS STUDENTS INCREASE IN GRADES, THEY INDICATE A GREATER USE OF TOBACCO, ALCOHOL, AND MARIJUANA.
- Generally, as students increase in grades, they perceive that tobacco, alcohol, and marijuana are less harmful. There is a slight reversal in this trens with 12th grade students in 2006.
- Students in general have a perception that tobacco is more harmful than alcohol or marijuana.
- Generally, 70-80% of all students surveyed perceive that their parents disapprove of their use of tobacco, alcohol, and marijuana. Seniors perceive that their parents are more lenient about their use o
- Students reported that the average age that they first used alcohol, tobacco, and marijuana is between 10-15 years.
- All 8 Pride Survey violence indicators DECREASED in 2006.
- THE % OF STUDENTS carrying a gun to school decreased in 2006.
- GENERALLY, STUDENTS MOST OFTEN USE TOBACCO, ALCOHOL, AND MARIJUANA AT A FRIEND'S HOUSE, BUT SELDOM AT SCHOOL.
- While at school, students feel least safe in parking lots, bathrooms, and on play grounds. They feel most sate in the classroom.
- While in the community, students feel least safe on the streets and playgrounds/parks, and most safe at their friend's house and where they live.
- **OF THOSE STUDENTS WHO REPORTED NEVER OR SELDOM:**

  - TAKING PART IN SCHOOL ACTIVITIES - 30% USED ILLICIT DRUGS

  - MAKING GOOD GRADES – 63% USED ILLICIT DRUGS

  - HAVING PARENTS WHO TALK TO THEM ABOUT THE DANGERS OF DRUGS - 35% USED ILLICIT DRUGS

  - HAVING PARENTS WHO SET CLEAR RULES - 48%USED ILLICIT DRUGS

- ATTENDING CHURCH, ETC. - 40% USED ILLICIT DRUGS

- TAKING PART IN COMMUNITY ACTIVITIES - 30% USED ILLICIT DRUGS

Results of Nationally Recognized Physical Fitness Test

No reports collected in 2006.

Youth Risk Behavior Survey

Refer to PRIDE Survey data.

CIMP Self Assessment

Mineral County continues to evidence concerns related to special education processes and procedures in the areas of teacher:student ratios per instructional time; IEP compliance according to individual educational standards; transition of students receiving services from E Student Assistance Team procedures; discipline procedures for students removed for more than ten days; percentage of students with disabilities who score at or above mastery level according to AYP guidelines; and the location and size of special education classrooms ir regular education classrooms.

Through training and monitoring during the 2005-2006 school year, improvements have been noted in teacher:student ratios, SAT procedures, transition services for preschool students, and discipline procedures for students removed for more than ten days. Continued mo working with special education staff and principals will occur to address these concerns.

Special Education Data Profiles

AU	BD	CD	DB	EG	GF	HI	LD	MD			MM	MP	MS	OH	PH	PS	TBI	VI
	7	25	172	0	0	118	0	355	4	Mineral	84	4	0	55	1	37	0	

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

One second grade students. Less than 1%.

LEP - What are the major language groups?

English

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

Less than 1%.

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

Less than 1%. Five identified at KPM school. Services will be provided as needed.

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

None. No need identified this year.

PRIORITIES

1. THERE IS NEED TO INCREASE THE COLLEGE GOING RATE AND CONTINUE THE REDUCTION IN THE NUMBERS NEEDING DEVELOPMENTAL ASSISTANCE.

2. ALL APPROPRIATE TEACHERS SHOULD ADDRESS THE HEALTH PRACTICES OF OUR STUDENTS.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

One primary school must improve classroom management strategies.

North Central Report on Schools

There is concern that schools do not react to collected data.

Monitoring Reports (Special Education and NCLB)

Special Education students in one school did not make AYP in Reading Language Arts.

Walkthrough Summmaries

Transition to the standards based instructional classroom continues as a focus for improvement.

High Schools that Work Assessment Report

Survey responses are in contrast to high test data.

Ninth grade transition is a concern.

Making Middle Grades Matter Report

Math is a concern for targeted sub groups.. Reading is a concern. Extra help and extra time is a concern. Ninth grade transition is a concern.

High Schools that Work Annual Report

Reading is a concern. Ninth grade transition is a concern. Implementation of a Senior Project continues to be a concern. Multiple teaching strategies within the classroom remains a concern.

Highly Qualified Personnel Report

Two teachers do not meet highly qualified.

Framework Assessment of High Yield Practices

More high yield practices need to be implemented.

Digital Divide Report (Technology)

Analysis of Assessment Data: All schools include an analysis of WESTEST assessment data in pre school planning. Testmate Clarity and WVEIS programs WVS.777 and WVS.773 will provide specific class and student information to the classrooom teacher. The "I Know" provide current and continuous pretest/posttest instructional information. This results in a plan to address needs in each school improvement plan and individual classroom. Identified curriculum needs that might be better addressed with technology include reading, vocabula writing and mathematics. Staff development is needed.

Good software is a constant concern in order to address current curriculum needs. All school plans describe staff development needs or plans to assess needs. Avenues to budgeting toward those needs has been discussed with the tech chair and school principal. Odysse deployed in all primary and middle schools. All primary personnel received a several day's training and follow up continues periodically. New middle school deployment began with train the trainer school teams supported first by Compass trainers and now by county Tech S broadened to include additional Compass trainer led workshops. Training will be sustained in future workshops.

Hardware: Win 98 computers remain to be replaced because teachers contiinue to find use for older machines. Rooms converted to classrooms will need internet access as they are created. Analysis of Unified School Strategic Plans generally indicate that schools intend i technolgy usage in order to address their identified needs. Teachers recognize the importance of technology tools in 21st century classrooms. Several primaries indicate their intention to monitor weekly and monthly compass Odyssey usage reports. High schools have appr usage on a departmental basis. Some plans mention need for improved access and faster computer repair. More support personnel are needed, though two Technology specialists have been hired to assist basic skills schools, no funds have yet been identified to address t schools. A network technician has been hired from local county funds.

Technology Infrastructure : Classrooms are networked with new requests for additional drops a continuing need. Networked classrooms are ethernet and have internet access. All schools have been upgraded to T1 service. All middle and high schools will move to MLFR s 2008. There is recognition of need to use Cat6 cabling for future cabling installations. School Satisfaction Survey Community desire for improved home/ school communication is beginning to find an answer in school web servers. All school servers now have appropriate sol web servers. School personnel and community volunteers have beed identified to use this service in some schools. Two Ed Tech specialist have been placed to provide staff development and support in implementing their web server possibilities. OEPA Reports While no n where found, recommendations were received indicating need to more fully integrate technology into instruction and better support teacher needs for technology staff development.

Facilities Assessment: Several schools have need to provide computer lab access/ adequate lab access: Burlington Primary needs support to complete their first lab placement. Keyser Primary Middle (1250 students) can provide only three 25 station labs and a mobile lab there is possibilty of a new computer lab in a large related arts classroom. A wireless mobile lab was placed last year (2006) and others might also serve the continuing need in the middle school. Perhaps an additional mobile lab is the only possible answer for necessary in for the primary school. White boards have recently been implemented in several schools and interest has been aroused for additonal installations. TIS personnel in middle and high schools are ready to provide training as the hardware becomes available.

PRIORITIES

1. Improved student achievement.

2. Recruit and develop highly qualified personnel.

3. Provide continuous improvement activities through effective staff development. development.

4. Provide support and access necessary to implement technology and enhance student learning.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Mineral County Schools will improve student achievement.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	There will be an annual increase in the number of schools meeting AYP.	AYP	8.00	11.00
1.2	There will be an annual increase in the number students (percentage after 2006)who will achieve mastery in Mathematics.	Math	1712.00	90.00
1.3	There will be an annual increase in the number of students (percentage after 2006)who achieve mastery in Reading/ Language Arts.	Reading/ Language Arts	1870.00	90.00
1.4	There will be an annual increase in the percentage of students achieving mastery on the WV Writing Assessment.	Writing	0.79	90.00
1.5	There will be an annual increase in the percentage of students in targeted sub groups (Special Education)who achieve reading mastery.	Special Education - reading	32.00	55.00

Goal 2: Mineral County Schools will better prepare students for careers and positive contribution to society.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percentage of graduates pursuing post secondary education will increase.	Career Guidance Post Secondary Education	0.58	75.00
2.2	The number of students applying for EDGE credit in will increase.	Edge	100.00	320.00
2.3	The percentage of students scoring a 3 or higher on the AP Exam will increase.	AP	18.90	70.00
2.4	The percentage of students passing state career and technical end of course exams will increase.	Career & Technical Success	0.58	70.00
2.5	To reduce the total number of WVEIS discipline referrals as defined by the WVEIS Discipline Offense Codes in all Mineral County Schools by 5% annualy.	WVEIS Discipline Referrals	4342.00	3360.00
2.6	To increase the skills of students in grades 6-12 regarding making positive decisions on the use of alcohol, tobacco, other drugs, and violence acts by reducing prevalence of drug use and violence indicators on the average of 2% annually.	ATOD/Violence Skills	23.32	13.32
2.7	To increase the security of high school students in grades 9-12 while attending school and student activities by reducing violence indicators on the average of 2% annually.	Security	18.80	8.80
2.8	To decrease the percentage of students who never or seldom take part in school / community activities by 1% annually.	School and Community Connection	26.87	21.87

Goal 3: The Standards for Twenty First Century learning will be accomplished through utilization of current and developing technologies to support improvement actvities.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	Mineral County will provide increased access to reliable technology resources as measured by the student to computer ratio. While a ratio of 3.1 was reached in 2007, the ratio of XP or better was 4.87. (Convert to XP ratio for 2008.)	Technology	3.80	4.00

Goal 1: Mineral County Schools will improve student achievement.

Objective 1.1 There will be an annual increase in the number of schools meeting AYP.

As measured by:
WESTEST

Baseline Data 8.00

Targets		Actual	
2005-2006	8.00	**2005-2006**	10.00
2006-2007	11.00	**2006-2007**	0.00
2007-2008	11.00	**2007-2008**	N/A
2008-2009	11.00	**2008-2009**	N/A
2009-2010	11.00	**2009-2010**	N/A

Objective 1.2 There will be an annual increase in the number students (percentage after 2006)who will achieve mastery in Mathematics.

As measured by:
WESTEST

Baseline Data 1712.00

Targets		Actual	
2005-2006	1787.00	**2005-2006**	78.50
2006-2007	81.50	**2006-2007**	0.00
2007-2008	84.00	**2007-2008**	N/A
2008-2009	87.00	**2008-2009**	N/A
2009-2010	90.00	**2009-2010**	N/A

Objective 1.3 There will be an annual increase in the number of students (percentage after 2006)who achieve mastery in Reading/ Language Arts.

As measured by:
WESTEST

Baseline Data 1870.00

Targets		Actual	
2005-2006	1913.00	**2005-2006**	82.90
2006-2007	84.50	**2006-2007**	0.00
2007-2008	86.00	**2007-2008**	N/A
2008-2009	88.00	**2008-2009**	N/A
2009-2010	90.00	**2009-2010**	N/A

Objective 1.4 There will be an annual increase in the percentage of students achieving mastery on the WV Writing Assessment.

As measured by:
WV Writing Assessment

Baseline Data 0.79

Targets		Actual	
2005-2006	0.83	**2005-2006**	80.50
2006-2007	83.00	**2006-2007**	0.00
2007-2008	85.00	**2007-2008**	N/A
2008-2009	87.50	**2008-2009**	N/A
2009-2010	90.00	**2009-2010**	N/A

Objective 1.5 There will be an annual increase in the percentage of students in targeted sub groups (Special Education)who achieve reading mastery.

As measured by:
WESTEST

Baseline Data 32.00

Targets		Actual	
2005-2006	35.60	**2005-2006**	43.00
2006-2007	46.00	**2006-2007**	0.00
2007-2008	48.80	**2007-2008**	N/A
2008-2009	52.00	**2008-2009**	N/A
2009-2010	55.00	**2009-2010**	N/A

Goal 2: Mineral County Schools will better prepare students for careers and positive contribution to society.

Objective 2.1 The percentage of graduates pursuing post secondary education will increase.

As measured by:
Counselor report, Higher Education Policy Commission Data, Mineral County Graduate Followup Study.

Baseline Data 0.58

Targets		Actual	
2005-2006	0.61	**2005-2006**	70.50
2006-2007	71.00	**2006-2007**	0.00
2007-2008	72.00	**2007-2008**	N/A
2008-2009	74.00	**2008-2009**	N/A
2009-2010	75.00	**2009-2010**	N/A

Objective 2.2 The number of students applying for EDGE credit in will increase.

As measured by:
Tech Prep consortium report.

Baseline Data 100.00

Targets		Actual	
2005-2006	150.00	**2005-2006**	120.00
2006-2007	170.00	**2006-2007**	0.00
2007-2008	220.00	**2007-2008**	N/A
2008-2009	270.00	**2008-2009**	N/A
2009-2010	320.00	**2009-2010**	N/A

Objective 2.3 The percentage of students scoring a 3 or higher on the AP Exam will increase.

As measured by:
AP Score Report

Baseline Data 18.90

Targets		Actual	
2005-2006	24.00	**2005-2006**	27.30
2006-2007	32.00	**2006-2007**	0.00
2007-2008	42.00	**2007-2008**	N/A
2008-2009	54.00	**2008-2009**	N/A
2009-2010	70.00	**2009-2010**	N/A

Objective 2.4 The percentage of students passing state career and technical end of course exams will increase.

As measured by:
WVDE End of Course Exam Report

Baseline Data 0.58

Targets		Actual	
2005-2006	0.62	**2005-2006**	54.00
2006-2007	58.00	**2006-2007**	0.00
2007-2008	62.00	**2007-2008**	N/A
2008-2009	66.00	**2008-2009**	N/A
2009-2010	70.00	**2009-2010**	N/A

Objective 2.5 To reduce the total number of WVEIS discipline referrals as defined by the WVEIS Discipline Offense Codes in all Mineral County Schools by 5% annualy.

As measured by:
Annual WVEIS Discipline Summary Reports

Baseline Data 4342.00

Targets		Actual	
2005-2006	4125.00	**2005-2006**	4042.00
2006-2007	3919.00	**2006-2007**	0.00
2007-2008	3723.00	**2007-2008**	N/A
2008-2009	3537.00	**2008-2009**	N/A
2009-2010	3360.00	**2009-2010**	N/A

Objective 2.6 To increase the skills of students in grades 6-12 regarding making positive decisions on the use of alcohol, tobacco, other drugs, and violence acts by reducing prevalence of drug use and violence indicators on the average of 2% annually.

As measured by:
PRIDE Prevalence of Drug Use responses; PRIDE Violence Indicators responses; WVEIS Discipline Reports.

Baseline Data 23.32

Targets		Actual	
2005-2006	21.32	**2005-2006**	21.75
2006-2007	19.32	**2006-2007**	0.00
2007-2008	17.32	**2007-2008**	N/A
2008-2009	15.32	**2008-2009**	N/A
2009-2010	13.32	**2009-2010**	N/A

Objective 2.7 To increase the security of high school students in grades 9-12 while attending school and student activities by reducing violence indicators on the average of 2% annually.

As measured by:
PRIDE Violence Indicators Responses, WVEIS Reports

Baseline Data 18.80

Targets		Actual	
2005-2006	16.81	**2005-2006**	17.30
2006-2007	14.80	**2006-2007**	0.00
2007-2008	12.80	**2007-2008**	N/A
2008-2009	10.80	**2008-2009**	N/A
2009-2010	8.80	**2009-2010**	N/A

Objective 2.8 To decrease the percentage of students who never or seldom take part in school / community activities by 1% annually.

As measured by:
PRIDE Survey Responses

Baseline Data 26.87

Targets		Actual	
2005-2006	25.87	**2005-2006**	27.35
2006-2007	26.00	**2006-2007**	0.00
2007-2008	24.50	**2007-2008**	N/A
2008-2009	22.75	**2008-2009**	N/A
2009-2010	21.87	**2009-2010**	N/A

Goal 3: The Standards for Twenty First Century learning will be accomplished through utilization of current and developing technologies to support improvement actvities.

Objective 3.1 Mineral County will provide increased access to reliable technology resources as measured by the student to computer ratio. While a ratio of 3.1 was reached in 2007, the ratio of XP or better was 4.87. (Convert to XP ratio for 2008.)

As measured by:
Digital Divide Survey.

Baseline Data 3.80

Targets		Actual	
2005-2006	3.70	**2005-2006**	3.48
2006-2007	3.40	**2006-2007**	3.10
2007-2008	4.70	**2007-2008**	N/A
2008-2009	4.35	**2008-2009**	N/A
2009-2010	4.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Time and Resources to Support School-Based Learning Communities	Title I compliance Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement. Fuchs, L.S., Fuchs, D (2002)
Developmental Guidance with Character and Career Education Development	Title I compliance Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development. Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access*. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)
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). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).
Change Based on Internal and External Factors	Title I compliance Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993) Dufour, Richard and Robert Eaker (1998)
Prioritization and Mapping	Title I compliance If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)*
Highly Qualified Teachers	Title I 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.
Innovative Approaches to Meeting Subgroup Needs	Title I compliance Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Marzano, Robert J. (2003). What Works In Schools. <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" />Alexandria, Va. Association for the Supervision and Curriculum Development Instructional strategiesand models in a targeted assistance school must focus on enabling participating studnets to meet the State's student targeted assistance school will be made by each school based on the needs of participating students. Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom teachers can also benefit participating children. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of ailing, to meet the challenging standards, thoughful consideration to program design is essential. Policy Guidance for Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies--April 1996 There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these

	characteristics, found in schools where all students learn, are correetlated with student success-they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research. The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowlege, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same. Lezotte, Lawrence W. (1991*) Correlates of Effective Schools*.Okernis, MI Effective Schools Products, Ltd.
Strategies that Develop Students having 21st Century Learning Skills	Title I compliance High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components: 1. **Parents Are Involved** School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents. 2. **There is structured communication and collaboration among personnel between the sending school and the receiving school.** School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions. 3. **There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.** To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students. 4. **Transition approaches include both social and academic support systems for students.** High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school. **Pre-school Transition:** Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press. Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education. Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2. Middle School Transition Research: Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464. Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318. Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622. "Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org **High School Transition Research:** Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org What Does Research Say About School-to-Work Transition? www.ncrel.org Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org
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."
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.)
Differentiated Instruction	Three aspects of the curriculum can be differentiated, according to Tomlinson, an author to whom Willis and Mann refer: • Content: Expect students to learn the same content (concepts, principles, and skills), but adjust the degree of complexity and offer scaffolding for dependent learners. • Process: The process (activities) can be varied by student interest and learning preferences. • Products: Different students can create different products based on readiness levels, interests, and learning preferences. How products are created can vary; for example, some students might prefer to work alone while others work in groups. The authors offer many concrete examples of differentiating instruction at both the elementary and secondary levels. Flexible grouping is a critical strategy in differentiating instruction. Homogenous or heterogenous groups might be based on readiness level, interest, or learning profile. Providing tiered activities in terms of abstractness, complexity, and open-endedness challenge students at different readiness levels.

	Administrators need to provide sustained leadership and resources to build teachers' capacity to differentiate instruction and enthusiasm for a schoolwide initiative. It might start with a few interested teachers and build over several years to a critical mass, finally becoming a schoolwide practice. Some of the biggest resisters have become the most ardent supporters when they see the dramatic impact on learning for all students in their classrooms. Tomlinson, Willis and Mann Association for Supervision and Curriculum Development (ASCD) **Publication Date:** 2000, Winter **Journal:** Curriculum Update

Technology Plan

Submitted by - rew53001 2007-09-30 15:54:24.0

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,

NA

Technology Needs Assessment

Analysis of Assessment Data: All schools include an analysis of WESTEST assessment data in pre school planning. Testmate Clarity and WVEIS programs WVS.777 and WVS.773 will provide specific class and student information to the classrooom teacher. The "I Know" web site will provide current and continuous pretest/posttest instructional information. This results in a plan to address needs in each school improvement plan and individual classroom. Identified curriculum needs that might be better addressed with technology include reading, vocabulary development, writing and mathematics. Staff development is needed.

Good software is a constant concern in order to address current curriculum needs. All school plans describe staff development needs or plans to assess needs. Avenues to budgeting toward those needs has been discussed with the tech chair and school principal. Odyssey software was deployed in all primary and middle schools. All primary personnel received a several day's training and follow up continues periodically. New middle school deployment began with train the trainer school teams supported first by Compass trainers and now by county Tech Specialists. It has broadened to include additional Compass trainer led workshops. Training will be sustained in future workshops.

Hardware: Win 98 computers remain to be replaced because teachers contiinue to find use for older machines. Rooms converted to classrooms will need internet access as they are created. Analysis of Unified School Strategic Plans generally indicate that schools intend increased computer technolgy usage in order to address their identified needs. Teachers recognize the importance of technology tools in 21st century classrooms. Several primaries indicate their intention to monitor weekly and monthly compass Odyssey usage reports. High schools have approached improved usage on a departmental basis. Some plans mention need for improved access and faster computer repair. More support personnel are needed, though two Technology specialists have been hired to assist basic skills schools, no funds have yet been identified to address these needs for high schools. A network technician has been hired from local county funds.

Technology Infrastructure : Classrooms are networked with new requests for additional drops a continuing need. Networked classrooms are ethernet and have internet access. All schools have been upgraded to T1 service. All middle and high schools will move to MLFR service for 2007-2008. There is recognition of need to use Cat6 cabling for future cabling installations. School Satisfaction Survey Community desire for improved home/ school communication is beginning to find an answer in school web servers. All school servers now have appropriate software to function as web servers. School personnel and community volunteers have beed identified to use this service in some schools. Two Ed Tech specialist have been placed to provide staff development and support in implementing their web server possibilities. OEPA Reports While no noncompliances where found, recommendations were received indicating need to more fully integrate technology into instruction and better support teacher needs for technology staff development.

Facilities Assessment: Several schools have need to provide computer lab access/ adequate lab access: Burlington Primary needs support to complete their first lab placement. Keyser Primary Middle (1250 students) can provide only three 25 station labs and a mobile lab. At Keyser P/M there is possibilty of a new computer lab in a large related arts classroom. A wireless mobile lab was placed last year (2006) and others might also serve the continuing need in the middle school. Perhaps an additional mobile lab is the only possible answer for necessary increased lab access for the primary school. White boards have recently been implemented in several schools and interest has been aroused for additonal installations. TIS personnel in middle and high schools are ready to provide training as the hardware becomes available.

Action Steps

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

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Plan Section G3 21st Cent Skills

Associated Goals/Objectives Technology

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.01 Equitable Access: Grants and local funds will be used to the extent possible to provide technolgy hardware, software, technical resources and support to achieve curiculum and instructional goals. A. Local funds will be used to pursue a laptop for teacher's program. B. Local funds will be used to provide Whiteboard technology to school english departments and primary schools.

- **A.** - Local Funds will be used to pursue a laptop for teachers program.
- **B.** - Local and "Tools for Schools" funding will provide whiteboard technology to MS/HS English departments and primary schools.
- **C.** - LCD Projectors and ceiling mounts will be purchased and installed in school labs and classrooms.
- **D.** - Necessary hardware will be purchased from local and "elementary tools for schools" to establish and upgrade computer labs in primary/middle schools throughout the county.
- **E.** - Local and "tools for school" funding will continue to be used to replace Windows 98 machines.
- **F.** - Local and "tools for schools" will be used to upgrade and or replace servers in schools on an as needed basis.

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

Purpose To improve students access to 21st Century Technology in order to improve learning.

Persons Responsible Administrators and Staff.

Target Audience K-12 students

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 G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Technology

Associated High Yield Strategies Differentiated Instruction ,Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.02A Technology integration: Teachers will improve implementation of Compass Odyssey programs in primary and middle schools through use of the embedded formative assessment components.

A. - All P/M teachers of reading and math will have opportunity to be trained by a Compass trainer in use formative assessmnet components of Odyssey.

B. - Technology specialists will provide ongoing support for reading and math teacher use of formative assessment components of Odyssey software.

C. - Principals will periodically monitor teacher use of Odyssey software.

D. - Technology Specialists will receive training on the differentiated instruction and Tier III model of the Odyssey Software so they can provide staff development to teachers.

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date ?

Actual End Date ?

Purpose Attention to achievement of proficiency in reading, writing and mathematics.

Persons Responsible Administration and staff

Target Audience K-8 students

Professional Development Coaching ,College Courses ,Learning Community ,Self-Study ,Study Group ,Trainer Led

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

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Plan Section G3 21st Cent Skills

Associated Goals/Objectives Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Career Guidance Post Secondary Education,Edge ,AP ,Technology

Associated High Yield Strategies Differentiated Instruction ,Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.02B Technology integration: Teachers will increase utilization of SAS curriculum pathways and WNPB "Chalkwaves" in middle schools and high schools to improve student learning.

A. - Teachers will receive staff development about these programs so that they can better understand how use can support Content Standards and Objectives that are their responsibility.

B. - Teachers of core curriculum areas will provide documentary proof to principals of implementation.

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date ?

Actual End Date ?

Purpose Attention to achievement of proficiency in core subject areas.

Persons Responsible Administration and staff

Target Audience 6-12 students

Professional Development Coaching ,College Courses ,Learning Community ,Self-Study ,Study Group ,Trainer Led

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

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Plan Section G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Career & Technical Success ,School and Community Connection ,Technology

Associated High Yield Strategies Prioritization and Mapping ,Differentiated Instruction ,Time and Resources to Support School-Based Learning Communities ,Innovative Approaches to Meeting Subgroup Needs ,Parents as Respected and Valued Partners ,Change Based on Internal and External Factors ,Use of Data to Target Improvement Efforts

Action Step 3.1.02C Technology Integration: Teachers will utulize the use of Web-based Grade Quick and Edline in the middle and high schools where it has been purchased

A. - School and County technology specialists and contacts will receive training on Web-based GradeQuick and Edline.

B. - Administration and Staff will receive training on the use of Web-based Grade Quick and Edline.

C. - Teachers will utilize Web-based Grade Quick and Edline through-out the school year and Administers will monitor utilization through reports.

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date ?

Actual End Date ?

Purpose Improve the ability for students and parents to access information through technology.

Persons Responsible Administration and Staff

Target Audience Students and Parents

Professional Development Self-Study ,Trainer Led ,Web Based

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

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Plan Section G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Technology

Associated High Yield Strategies Prioritization and Mapping ,Differentiated Instruction ,Time and Resources to Support School-Based Learning Communities ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.02D Technology Integration: Staff will utilize the SuccessNet Technology piece of the newly purchased Scott Foresman Reading/ L.A. textbook series.

A - A system requirements evaluation will be done at schools to determine any hardware upgrades necessary to utilize SuccessNet.

B. - Technology Specialists and school tech chairs will be trained by Scott Foresman trainers on SuccessNet.

C - Technology Speialists and school tech chairs will train staff in utilizing SuccessNet.

D - Administrators will monitor the utilization of SuccessNet throughout the year to ensure that differentiated instruction and Tier III model is being addressed.

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date ?

Actual End Date ?

Purpose To provide enhanced instruction, differentiated instruction, and technology integration in the area of Reading/English L.A.

Persons Responsible Administration,Staff, Technology Specialists

Target Audience Students in grades K-5

Professional Development Coaching ,Self-Study ,Trainer Led

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

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

Plan Section G3 21st Cent Skills

Associated Goals/Objectives Security ,School and Community Connection ,Technology

Associated High Yield Strategies Parents as Respected and Valued Partners ,Change Based on Internal and External Factors

Action Step 3.1.3 Communication Tools: Email and school web servers will be used for improved school community involvement and increased communication with community and parents.

A. - Erate funds will be used to support communication needs for school safety and community connection through three components: Long distance phone service from schools will be provided; Use of cellular phones will help provide security and safety, and school web servers will maintain the home school connection.

B. - Technology specialists and teachers will train and support staff in web server use.

C - E-rate/local funds will be used to purchase and install a total of five additional T-1 lines in the middle/high schools and technical center. This should increase bandwidth two fold and allow for enhanced support toward teaching and learning.

D - Local funds will be used to update, purchase and install drops, routers, switches, etc., in all schools as necessary.

E. - County requested e-rate funds for new school (keyser Primary) and renovation of Wiley Ford ES but withdrew e-rate request for drops, switches, infrastructure to correspond with upcoming bond issue

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date ?

Actual End Date ?

Purpose Improve communication between the school and community.

Persons Responsible Administrators, technology specialists, teachers and technology chairpersons.

Target Audience All community stakeholders

Intended Impact on Audience Improve communication skills and motivate connections.

Professional Development Coaching ,College Courses ,Learning Community ,Self-Study ,Study Group ,Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

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

Plan Section G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Career Guidance Post Secondary Education,Edge ,AP ,Career & Technical Success ,WVEIS Discipline Referrals ,ATOD/Violence Skills ,Security ,School and Community Connection ,Technology

Associated High Yield Strategies Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.4 Increased access: Schools will receive the technology hardware, software, technical resources and support necessary to achieve curriculum and instructional goals.

A. - School technology chairpersons will meet to define needs.

B. - The local Board will provide funding as possible toward goals unsupported by state funding.

c. - The county team will define new purchases for hardware, infrastructure, software, training and other support.

D. - Equitable lab access will require another middle school lab and another primary school lab be located for Keyser P/M School.

E. - All teachers will receive laptops in an effort to improve tecchnology integration into instruction.

Projected Begin Date September 10, 2007

Projected End Date June 11, 2009

Actual Begin Date ?

Actual End Date ?

Purpose Increased access

Persons Responsible Administrators and staff

Target Audience K-12 students and staff

Intended Impact on Audience Improve technology skills and utilization of technology in learning improvement

Professional Development Self-Study ,Study Group ,Trainer Led ,Web Based ,Other

Professional Development Other Description Plan must include multiple funding sources

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

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Plan Section Title IV

Associated Goals/Objectives WVEIS Discipline Referrals ,ATOD/Violence Skills ,Security ,School and Community Connection ,Technology

Associated High Yield Strategies Developmental Guidance with Character and Career Education Development ,Strategies that Develop Students having 21st Century Learning Skills ,Effective Transition Pre K to Post Secondary

Action Step Renew Discovery Health Connections site liscenses for all 13 county schools.

1 - To provide a comprehensive ATOD/Violence researched based prevention program to 100% of the students in the county.

Projected Begin Date August 7, 2007

Projected End Date August 25, 2008

Actual Begin Date ?

Actual End Date ?

Purpose To provide a comprehensive ATOD/Violence researched based prevention program to 100% of the students in the county.

Persons Responsible SADFS Coordinator

Target Audience K-12 teachers and students

Intended Impact on Audience To reduce the number of discipline referrals as measured by the annual WVEIS report. To increase skills of students regarding making positive decisions on the use of alcohol, tobacco, other drugs, and violence as measured by PRIDE prevalence of drug use and violence indicators.

Professional Development Trainer Led ,Web Based

Federal Compliances Title IV 01. Alcohol ,Title IV 02. Tobacco ,Title IV 03. Other Drugs ,Title IV 04. Violence, Technology 04-Increased Access for Students and Teachers to 21st Century Tools

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Plan Section Title IV

Associated Goals/Objectives WVEIS Discipline Referrals ,ATOD/Violence Skills ,Security ,School and Community Connection

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs ,Developmental Guidance with Character and Career Education Development ,Strategies that Develop Students having 21st Century Learning Skills ,Effective Transition Pre K to Post Secondary ,Use of Data to Target Improvement Efforts

Action Step To provide opportunities for professional and administrative staff to participate in approved workshops, meetings, that will provide staff development in the areas of alcohol, tobacco, other drugs, and violence.

1 - To increase knowledge of current trends regarding ATOD, Violence preogramming and strategies.

Projected Begin Date September 8, 2007

Projected End Date June 8, 2008

Actual Begin Date ?

Actual End Date ?

Purpose To increase knowledge of current trends regarding ATOD, Violence programming and strategies.

Persons Responsible SADFS School Contacts; SADFS Coordinator; Principals; professional staff

Target Audience K-12 teachers and students

Intended Impact on Audience To reduce the number of discipline referrals as measured by the annual WVEIS report. To increase skills of students regarding making positive decisions on the use of alcohol, tobacco, other drugs, and violence as measured by PRIDE prevalence of drug use and violence indicators.

Professional Development Self-Study ,Trainer Led

Federal Compliances Title IV 01. Alcohol ,Title IV 02. Tobacco ,Title IV 03. Other Drugs ,Title IV 04. Violence, Technology 04-Increased Access for Students and Teachers to 21st Century Tools

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

Plan Section G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Technology

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs

Action Step 3.1.5 Distance learning: School principals will serve as virtual school contacts. They will evaluate school curriculum and understand the processes necessary to implement virtual school possibilites toward those needs.

Projected Begin Date August 26, 2007

Projected End Date June 11, 2009

Actual Begin Date ?

Actual End Date ?

Purpose Curriculum improvement

Persons Responsible School principals

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

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

Plan Section G3 21st Cent Skills

Associated Goals/Objectives School and Community Connection ,Technology

Associated High Yield Strategies Parents as Respected and Valued Partners ,Change Based on Internal and External Factors ,Use of Data to Target Improvement Efforts

Action Step 3.1.6 Community colaboration: Email and school web servers will be used for improved school community involvement and increased communication.

A. - Various software will be purchased and made available in all schools that will enable parents to access student and school information regarding activities, grading, assignments, and SADFS interventions.

Projected Begin Date August 26, 2007

Projected End Date June 11, 2009

Actual Begin Date ?

Actual End Date ?

Purpose Promote partnerships and improve communication between the school and community.

Persons Responsible Administrators, technology specialists, teachers and technology chairpersons.

Target Audience All community stakeholders

Intended Impact on Audience Improve communication skills and motivate connections.

Professional Development Coaching ,College Courses ,Learning Community ,Self-Study ,Study Group ,Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 06-21st Century Parent/Community/Partnership Collaboration

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Plan Section Title IV

Associated Goals/Objectives School and Community Connection

Associated High Yield Strategies Developmental Guidance with Character and Career Education Development ,Strategies that Develop Students having 21st Century Learning Skills ,Effective Transition Pre K to Post Secondary

Action Step To provide for Service Learning opportunities at all schools.

1 - To support projects that provide a connectedness for students between the school and community.

Projected Begin Date September 10, 2007	**Projected End Date** June 6, 2008	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To support projects that provide a connectedness for students between the school and community.	**Persons Responsible** SADFS Contacts; Principals; Teachers; SADFS School Contacts	**Target Audience** Students in grades K-12	**Intended Impact on Audience** To increase a sense of connectedness of students for their school and community as measured by annual PRIDE school and community risk and protective factors.
Professional Development Trainer Led ,Web Based		**Federal Compliances** Title IV 01. Alcohol ,Title IV 02. Tobacco ,Title IV 03. Other Drugs ,Title IV 04. Violence, Technology 06-21st Century Parent/Community/Partnership Collaboration	

Technology 07-Professional Development for 21st Century Instruction

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Plan Section G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Technology **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.7 A- Professional Development: Technology tools for the 21st Century professional development will be provided to all teachers.

A. - Technology professional development will be provided teachers in grades K-8 by Education technology specialists.

B. - K-8 teachers will have one day trainer led training during the summer.

C. - All teachers will be provided a minimum of 6 hours of technology staff development each year in order to assit toward technology infusion.

Projected Begin Date June 12, 2007	**Projected End Date** June 11, 2009	**Actual Begin Date** ?	**Actual End Date** ?
Purpose Improve staff skills and increase use of 21st century tools.	**Persons Responsible** Administartors and staff	**Target Audience** K-12	
Professional Development Coaching ,Self-Study ,Trainer Led		**Federal Compliances** Special Education 04. Professional Development ,Title I 03. Professional Development ,Title II 02. Professional Development ,Title II 05. Retraining, Technology 07-Professional Development for 21st Century Instruction	

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section G3 21st Cent Skills

Associated Goals/Objectives AYP ,Math ,Reading/ Language Arts ,Writing ,Special Education - reading ,Career Guidance Post Secondary Education,Edge ,AP ,Career & Technical Success ,WVEIS Discipline Referrals ,Security ,School and Community Connection ,Technology **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step 3.1.8 Maintenance and repair: Computer hardware and network infrastructure will be reliably maintained through a collaboration with RESA VIII and a county team of network and technology specialists.

A. - Local/State funds will be used to provide for a computer repair technicial to help maintain computer hardware. This position will supplement existing support.

Projected Begin Date June 11, 2007	**Projected End Date** June 30, 2009	**Actual Begin Date** ?	**Actual End Date** ?
Purpose Maintain reliable access to technology	**Persons Responsible** Administrtaors, Board and RESA VIII		
		Federal Compliances Title II 02. Professional Development, Technology 08-Maintenance and Repair of 21st Century Tools	

Technology 09-Adult Literacy

Plan Section G3 21st Cent Skills

Associated Goals/Objectives Career Guidance Post Secondary Education,Career & Technical Success ,School and Community Connection ,Technology **Associated High Yield Strategies** Parents as Respected and Valued Partners

Action Step 3.1.9 Adult Literacy: technology will be used to enhance adult literacy programs with emphasis on Pre-K and Adult vocational programs.

A. - Local/State funds will be used to provide an instructional media specialist/adult basic educaton teacher who will concentrate on providing instruction on current use technology.

Projected Begin Date August 26, 2007	**Projected End Date** June 30, 2009	**Actual Begin Date** ?	**Actual End Date** ?
Purpose	**Persons Responsible** Administrators	**Target Audience** Community adult population	
		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	8,500.00		4,821.00	2,955.00
		Cellular	12,560.00		7,787.00	4,773.00
		Data Lines	93,600.00		69,341.00	42,499.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	3,800.00		2,450.00	1,502.00
		Paging	722.00		447.00	274.00
		Voice	47,957.00		29,733.00	18,224.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	167,139.00		114,579.00	70,227.00
TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00		0.00	0.00
		State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	7,776.00		4,821.19	2,954.93
		Cellular	11,468.00		7,110.71	4,358.17
		Data Lines	89,640.00		55,576.80	34,063.20
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	4,743.00		2,941.11	1,802.61
		Paging	721.00		447.37	274.19
		Voice	43,848.00		27,186.08	16,662.43
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00

		E-rate Totals	158,198.00	98,083.26	60,115.53
TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	10,227.93	6,545.88	3,682.05
		Data Lines	65,640.00	42,009.60	23,630.40
		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	3,952.08	2,529.33	1,422.75
		Paging	721.56	461.80	259.76
		Voice	43,076.76	27,569.13	15,507.63
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	123,618.33	79,115.74	44,502.59
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2005	Cellular	0.00	0.00	0.00
		Data Lines	60,660.00	39,934.50	20,725.50
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	6,589.68	4,056.79	2,532.89
		Paging	0.00	0.00	0.00
		Voice	24,415.92	15,430.94	8,984.98
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	91,665.60	59,422.23	32,243.37
State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

1. Do you have an Acceptable Use Policy?	(●) Yes ( ) No
2. If yes, what is the last date of adoption/revision?	09/19/2006
3. When was the public meeting held for CIPA Compliance?	05/10/2001
4. Provide the URL to your acceptable use policy.	http://boe.mine.k12.wv.us

	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?	14	3	17
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process