

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**MINGO COUNTY SCHOOLS MINGO COUNTY BOARD OF EDUCATION**

RT. 2 BOX 310

WILLIAMSON WV 25661-0

**Telephone:** (304) 235-3333 **Fax:** (304) 235-3410

"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

<b>Administration</b>	Superintendent	Dwight Dials	
	Administrative Assistant	Dr. Dee Cockrille	
	Testing Coordinator/Counselor	Karen Canterbury	
	Curriculum Director	Deborah Harris	
	Member, Mingo County Board of Education	William D. Duty	
	Facilities Director Mingo County Career Center	Robert Starr	
	Principal, Burch Elementary School	Marge Fletcher	
	Special Education Director	Sue Fullen	
	<b>Business &amp; Community</b>	Mr.	Clyde Lester
		Community Representative	H. Andrew Dillon
WVU Extension Agent		Mark Whitt	
Executive Director, MC Redevelopment Authority		Mike Whitt	
<b>Federal Programs</b>	Title I Curriculum Specialist	Rita Ward	
	Safe and Drug Free Schools Coordinator	Drema Dempsey	
	Title I Director	Randy Keathley	
<b>Other</b>	Elementary Math Facilitator	Teresa Jones	
	Secondary Math Facilitator	Greg Miller	
	Principal	Daniel Dean	
	Elementary Reading Facilitator	Deanna New	
	VP Academic Affairs	Cathy Smith-Cox	
	Principal	Marcella Charles	
	Principal	Cindy Calfee	
	Secondary Reading Facilitator	Linda Diamond	
	APPALREAD Director	Pauline Sturgill	
<b>Parents</b>	Mrs.	Linette Morrison	
	Mr.	Virdell Banks	
	Mrs.	Rachel Baisden	
<b>Service Personnel</b>	Secretary, Title I	Beth Daniels	
	<b>Students</b>	Ms.	Kaitlyn Canterbury
Ms.		Meghan Daniels	
<b>Teachers</b>	Mr.	Rickey Meade	
	Ms.	Joy Marie Hunt	
	Ms.	Sherrie Spence	
	Ms.	Wanda Joplin	
	Mr.	Johnny B. Williamson	
	Mrs.	Christa Lester	
	<b>Technology Committee</b>	Technology Coordinator	Patrick Billips

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

Building 21st Century Leaders

## CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

### We believe...

1. Everyone can learn and has the right to be educated to his/her potential.
2. Schools and school systems are responsible for creating classroom opportunities and climate necessary for all students to be successful in the 21st century.
3. Commitment to high standards in all aspects of the organization is essential to produce 21st century leaders.
4. Strong instructional leadership and highly qualified personnel are required to create systemic change and develop a culture that values every student while building 21st century leaders.
5. Education requires a working relationship among the home, the school, and the community.
6. Education for the 21st century will include: rigorous and relevant academic and technical skills needed to compete in a global society, an exploration of the arts, a focus upon wellness, and opportunities to make real life connections.
7. Equal opportunity and success require appropriate resources (human, material, and technological) distributed in accordance with the varying needs of students.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

<b>Funding Source</b>	<b>Amount</b>
Local Levy/Bond Money	50,000.00
Rural and Low Income Schools	128,996.43
Technology E-rate	521,623.04
Technology E-rate County Match	103,086.02
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	62,227.80
TFS/Elementary Technology	61,079.97
TFS/Secondary Technology	75,546.00
Title II	571,771.00
Title IV Safe and Drug Free Carryover Budget	9,626.29
Title IV Safe and Drug Free Schools	40,689.44
Title V	8,527.00
<b>Total</b>	<b>\$ 1,633,172.99</b>

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

Enrollment trends show a decrease each year from 2002 through 2005. The decline has resulted in the loss of professional and service personnel positions. One result has been a lack of continuity of services because of changing of job assignments. Also, the reduction of teachers has limited the variety of course offerings and the number of times specific courses may be offered during the school day. Interactive classrooms and Virtual School offerings have become increasingly necessary.

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

According to data supplied by the Bureau of Economic Analysis, Mingo County's per capita income increased 36.2% during the 9-year period of 1990 - 1998. However, during the same time period, the percent increase for WV was 42.4% and for the U.S. was 38.9%. Census data show that in 1999, 25.9% of Mingo County's families were at poverty status, as opposed to 13.9% for the state.

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

Loss of jobs in Mingo County has resulted in families relocating to seek employment. This has impacted student enrollment and school aid funding has decreased.

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

On key indicators of child well-being in the Kids Count data, Mingo County ranked 50 among the 55 counties. Therefore, early intervention and extra assistance are essential for the success of many Mingo County students.

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

Virtual School courses provide students with any time, anywhere and any place education. Video conferencing courses provide expanded opportunities from anywhere in the world. Due to a lack of qualified world language teachers, MCS has to rely upon interactive teleconferencing for some of the county's language learning. In 2007-2008 Spanish courses for Gilbert High School and possibly Matewan HS will be provided via Polycom from Marshall University's Harless Center. Tug Valley High School Spanish teacher will deliver instruction via Polycom to Lenore K-8 and Burch High School. Students receive instruction in calculus from Tug Valley High School.

MCS is also emphasizing the use of technology in classroom instruction so over the course of the next five years, the use of technology should ensure major changes in the classroom. Also MCS uses the county website to support teacher growth in major strategic initiatives and has developed an online elab for teachers to exchange ideas and have discussions on curriculum and instruction in mathematics. Additionally, MCS offered online professional development courses for teachers via its website.

In 2007, MCS will employ a county wide instructional technologist which should assist with the county's emphasis on 21st century skills and learning.

According to 2000 Census data, only 60% of Mingo County residents aged 25 and older are high school graduates. This is significantly lower than the state average of 75%. Not only does this impact family incomes, but, since dislike of school experiences is a major reason for dropping out, also results in lower parental involvement in the schools. Also, parents who are dropouts are less likely to have the skills to monitor student homework assignments, especially in the upper grade levels.

## **PRIORITIES**

1. Use of technology to provide additional educational opportunities is imperative.
2. Early intervention programs, such as Head Start and Pre K, are essential.

## B. STUDENT ACHIEVEMENT DATA ANALYSIS

### **No Child Left Behind School Reports**

In 2004, Mingo County did not make AYP for achievement at the elementary level in reading/language arts for the students with disabilities subgroup and at the middle level in reading/language arts and math for the students with disabilities subgroup and the economically disadvantaged subgroup. In 2005, Mingo County did not make AYP for achievement of high school students with disabilities in reading/language arts and math. In addition, the math assessment participation rate of high school students with disabilities was 92.2%, which did not meet the 95% requirement. In 2006, Mingo County made AYP in all areas with the exception of achievement for the students with disabilities subgroup. The problem areas for special education students were reading at the elementary school level, mathematics at the middle school level, and both content areas at the high school level. In 2004, four schools did not make AYP; however, two of the schools were closed at the end of the 2004 school year. The remaining two schools made AYP in 2005. Only one Mingo County school did not make AYP in 2005, and that was because the graduation rate was too low. In 2006, all Mingo County schools made AYP. As in previous years, in various areas at the school level, the performance targets were met either by a small margin or by an alternative method of making AYP, such as confidence interval, safe harbor, and averaging. Since the performance targets will increase, we must focus on improving mathematics and reading/language arts skills for all students and especially for students with disabilities.

**WESTEST Confidential Summary Report**

For the past 3 years, Mingo County's students performed higher in reading/language arts than in mathematics. For both 2004 and 2005, in mathematics the percentage of proficient students was lower in Mingo County than in the state at every grade level. In 2006, this pattern continued with the exception of grade 5 which was equal to the state average. Grade 10 was only 1 point below the state. For reading/language arts, in 2004 the percentage of proficient students was lower in Mingo County than in the state at every grade level except 3rd. In 2005, Mingo County was lower than the state at every grade level except 4th and 7th. In 2006, Mingo County exceeded the state average by one point at grade 5 and was equal to the state average at grade 10.

In mathematics for all students, each cohort group showed improvement over the past 3 years, with the exception of the 2006 school year 7th and 8th graders whose math scores declined from the previous year. For economically disadvantaged students, each cohort group showed improvement in mathematics over the past 3 years, with the exception of the 2006 school year 6th, 7th, and 8th graders. For students with disabilities, each cohort group showed a decline in mathematics scores.

In reading/language arts for all students, each cohort group showed improvement over the past 3 years, with the exception of the 2006 school year 8th graders. For economically disadvantaged students, each cohort group showed improvement in reading/language arts, with the exception of the 2006 school year 6th and 8th graders. For students with disabilities, each cohort group showed a decline in reading/language arts scores, with the exception of 2006 school year students in grade 7.

In 2006, the percent of proficient students in the economically disadvantaged subgroup was slightly lower than the all subgroup at every grade level for both content areas, with the exception of mathematics scores for 10th grade students. At the 10th grade, the percent of proficient students in math was higher for the economically disadvantaged subgroup than for the all students group.

For the students with disabilities subgroup, the percent of proficient students was substantially lower than the all students group and the economically disadvantaged subgroup in both content areas and at each grade level. The achievement gap for students with disabilities is more narrow at the elementary level, gets wider at the middle school level, and increases even more at the high school level.

**WESTEST Confidential Item Analysis Summary**

In mathematics in 2004, the weakest standard was data analysis and probability, followed by geometry. In 2005, the weakest standard, once again, was data analysis and probability, followed by algebra and measurement. In 2006, data analysis and probability was the weakest standard, followed by measurement. For reading/language arts in 2004, writing was weaker than reading. In 2005, writing scores were higher than reading scores for grades 3, 4, 5, 6, and 10. In 2006, writing scores were higher than reading for grades 3, 5, and 6.

**WV Writing Assessment**

On the 2006 WV Writing Assessment, 81% of Mingo County's 4th grade students scored at mastery or above. This was higher than the previous year and higher than the state average of 75%. Although three of the seven schools scored below the state average (Burch PK-6, 69%; Lenore K-8, 70%; and Dingess Elementary, 73%), for all three schools the percent of proficient students was higher in 2006 than in 2005. For 4th grade, Mingo County ranked 12th in the state. In grade 4, the percent of students who scored at the distinguished level in Mingo County was 12% in 2005 and 8% in 2006, which was slightly higher than the state percentage of 6%. Results of the 2007 WV Writing Assessment for the 4th grade students will not be available until later in the summer.

On the 2007 WV Writing Assessment for 7th grade, 79% of Mingo County's students scored at mastery or above. This was higher than the previous two years and slightly higher than the state average of 76%. Two of the six schools scored below the state average: Matewan Middle, 60%; and Burch High, 74%. However, Burch High showed an increasing trend. In grade 7, the percent of students who scored at the distinguished level in Mingo County increased from 5% in 2006 to 7% in 2007, which was higher than the state average of 3%. The percent of Mingo County's 7th grade students who scored at the above mastery level increased from 16% in 2006 to 23% in 2007, which also was higher than the state average of 18%.

On the 2007 WV Writing Assessment for 10th grade, 85% of Mingo County's students scored at mastery or above. This was significantly higher than the previous year (70%) but slightly lower than the state average of 87%. Three of the five schools scored below the state average: Tug Valley High, 76%; Williamson High, 83%; and Matewan High, 83%. However, all five high schools showed significant improvement from the previous year. In grade 10, the percent of students who scored at the distinguished level in Mingo County improved from 2% in 2006 to 8% in 2007, which was equal to the state average. The percent of Mingo County's 10th grade students who scored at the above mastery level increased from 12% in 2006 to 27% in 2007. However, this was slightly lower than the state average of 29%.

**SAT/ACT Results**

For 2006, Mingo County's ACT scores increased in English and mathematics, stayed the same in reading, and declined in science. The composite score remained the same as in 2005. Although math scores improved, math continues to be the lowest area. Mingo County's scores in every content area are lower than the state and the nation.

For the graduating class of 2006, 61% of Mingo County's students met the college readiness benchmark for English, whereas 72% in the state met the benchmark. In mathematics, 17% of Mingo County's students met the college readiness benchmark as compared to 30% of the students statewide. In reading, the percent of students who met the college readiness benchmark was 38%, while the state was 52%. In science, the percent meeting the benchmark was 10% in the county and 22% in the state.

The percentage of Mingo County students taking the ACT test has increased from 56.9% in 2004, to 57.2% in 2005, to 59.9% in 2006.

**ACT Explore - Grade 8 Middle School**

Although Mingo County's EXPLORE scores had increased substantially in every area in 2005-06, the scores declined slightly in every area except reading in 2006-07. However, reading continues to be the lowest area and science continues to be the highest. Scores in rhetorical skills were lower than scores in usage/mechanics. Females scored higher than males in all content areas. The gender gap was significantly higher in English and reading, but much closer in mathematics and science. Ethnic groups other than white had fewer than 10 students and, therefore, will not be disaggregated.

Mingo County's scores continue to be lower than the national norms. The greatest disparity is in mathematics in which the national norm is 15.1 and Mingo County is 13.6.

**ACT Plan - Grade 10 High School**

In 2006-07, Mingo County's PLAN scores increased in every area except English, in which the scores remained the same. Mathematics continues to be the lowest area and science continues to be the highest. Scores in rhetorical skills were slightly lower than scores in usage/mechanics, and scores in pre-algebra were significantly lower than scores in geometry. Females scored significantly higher than males in all content areas except math in which males scored slightly higher. Ethnic groups other than white contained low numbers of students and, therefore, will not be disaggregated.

Mingo County's scores continue to be lower than the national norms. The greatest disparity is in mathematics in which the national norm is 17.4 and Mingo County is 15.2.

**AP Testing Report/AP Rate**

The percent of Mingo County's 12th grade students who have taken AP exams has increased every year for the past three years, from 27.0% in 2004 to 53.7% in 2006. In addition, the percent of test takers who scored 3 or higher rose to 35.1% in 2006, which was a dramatic increase from 2.7% in 2005 and 6.5% in 2004.

Although the percent of 12th graders who took the AP exams is higher in Mingo County (53.7%) than in the state (24.7%), the percent of test takers who scored at least a 3 was higher in the state (75.2%) than in the county (35.1%). This is due in part to a county policy which required students to take the AP exam in order to receive weighted credit for the course. The policy did not require a minimum score and the county paid for the exams. For 2007 the policy was changed so that taking the AP exam is not mandatory for receiving weighted credit. In addition, the county does not pay the initial cost of the exam but reimburses students who score at least a 3.

**End of Course Testing Report for Career and Technical Education**

Mingo County Career Center's passage rate on the 2005 End of Course Exams was 67.95%, which exceeded the required 46.55%. For 2006 the passing rate increased to 83.6%.

**Informal Reading Assessment**

Results being analyzed.

**Informal Math Assessment**

Informal Assessments submitted to central office but results have not been analyzed.

**Formative and Benchmark Assessments**

Mingo County's schools participated in benchmark assessments three times during the 2007 school year. School data revealed several areas in which the tested CSOs had not been taught prior to the test. Also, many students were unprepared for, or did not put forth their best efforts on constructed response items. At the 9th and 10th grade levels, the following areas must be addressed in order for student learning to increase: determining the slope of a line given an equation; solving literal equations for a given variable; using context clues to establish word meaning; compare and contrast literary styles according to genre. At the 8th grade level, solving applications with whole numbers; one step/two step linear equations; determining the elements of literature. 3-6 levels: determine the elements of literature, use root words, prefixes; identify figurative language; and use connotation and denotation to understand context clues. At the 7th grade level, literary elements; pronouns.

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

When a student enrolls who indicates that English is not his/her primary home language, a school official notifies the county Title III Director. The director arranges for trained staff to administer the Woodcock-Munoz Language Survey to determine the student's English proficiency level. If the screening results show that the student has limited proficiency in English, the parents are notified that the student is eligible for English as a Second Language (ESL) services. A Limited English Proficiency (LEP) committee is then convened to determine the services and accommodations the student will be provided.

Near the end of each school year, LEP students are administered the WESTELL to determine English proficiency levels. LEP students are provided ESL services until they attain the required proficiency for exiting the program.

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

There is only one LEP student enrolled in Mingo County. Therefore, testing data will not be reported.

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

There is one LEP student in Mingo County.

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

There is only one LEP student enrolled in Mingo County. Therefore, testing data will not be reported.

**Work Keys Assessment**

In 2005-06, three career and technical programs did not meet the minimum standards in math and reading on the WorkKeys exams - Automotive Technology, AC/Refrigeration Technology, and Power Equipment Systems.

In 2006-07, the number of career and technical programs that did not meet the minimum standards in math and reading on the WorkKeys exams increased to five - Automotive Technology, AC/Refrigeration Technology, Graphic Design, Microsoft Office Specialist, and Power Equipment Systems.

**PRIORITIES**

1. Increase the percent of students who are proficient in math.
2. Increase the percent of students who are proficient in reading/language arts.
3. Improve writing skills, especially at the high school level.
4. Close the achievement gap for students with disabilities.
5. Close the achievement gap for economically disadvantaged students.
6. Increase ACT scores, especially in mathematics.
7. Increase the AP exams passage rate.

**C. OTHER STUDENT OUTCOMES ANALYSIS****Attendance Report (by subgroup if available)**

The attendance rates for Mingo County's total students have been significantly higher than the required 90% from 2003 through 2006. However, the percent has decreased each year for the past three years. The rates were 96.5% in 2004, 96.0% in 2005, and 95.4% in 2006. Every school in Mingo County has exceeded the attendance rate requirement each year.

Although they exceeded the required 90%, the attendance rates for students with disabilities and for economically disadvantaged students have also shown decreasing trends for the past three years. For students with disabilities the rates have gone from 95.9% in 2004, to 95.6% in 2005, to 94.9% in 2006. The attendance rates for economically disadvantaged students have decreased from 96.3% in 2004, to 95.7% in 2005, to 95.2% in 2006.

Each year, the attendance rates for students with disabilities and for economically disadvantaged students have been slightly lower than the rates for the total students. The gap is slightly wider for the students with disabilities.

**Discipline Referral Report**

For the 2005-06 school year, the county had 1,205 discipline problems. This is a 32% increase in reported discipline problems over the 910 instances reported in 2004-05.

For the 2006-07 school year, the number of reported discipline problems was 1,180.

**Dropout Rates/Graduation Rates (by subgroup if available)**

Mingo County has exceeded the graduation rate requirement of 80% every year. Trend data show that the graduation rate of Mingo County's total students increased from 86.2% in 2003 to 86.5% in 2004, dropped to 85.1% in 2005 and increased to 85.8% in 2006. However, for the past three years there has been a decreasing trend for economically disadvantaged students - 86.1% in 2004, 85.9% in 2005, and 80.4% in 2006. Although students with disabilities had shown an increasing trend from 2003 through 2005, the graduation rate declined to 72.3% in 2006. In 2006, the graduation rate of students with disabilities was lower than the total student group by 13.5 and the graduation rate of economically disadvantaged students was lower than the total student group by 5.4.

Although every Mingo County high school met the graduation rate in 2003 and 2004, one school did not meet the required 80% in 2005. In 2006, every Mingo County high school met the graduation rate. The one school that did not meet the requirement in 2005, met it in 2006 by showing improvement.

**College Enrollment Rate**

The college going rate for Mingo County has been lower than the state average every year for the graduating classes of 2001 through 2005. In 2001, the college going rate for WV was 56.4%, whereas in Mingo County it was 48.6%. In 2002, the rate was 56.5% for WV and 47.4% for the county. In 2003, the rate was 59.4% for WV and 50.2% for the county. In 2004, Mingo County's rate was 58.4%, which was close to the state average of 60.6%; and in 2005, the Mingo County rate of 58.8% was even closer to the state average of 59.3%. Although lower than the state average, the college going rate for Mingo County has increased each year from 2002 through 2005. The gap between the state and Mingo County has been very close for the past two years.

**College Developmental Course Rate**

The percent of Mingo County students who were enrolled in any developmental course in their first year of college increased from 61% in 2003 to 64.7% in 2004, and decreased to 61.8% in 2005. The percent enrolled in developmental math increased from 56% in 2003 to 59.3% in 2004, and decreased to 58.3% in 2005. The percent enrolled in developmental English decreased slightly from 37% in 2003 to 36.7% in 2004, but increased to 39.6% in 2005. This is significantly higher than the state average. In WV in 2005, 34.8% of the students were enrolled in any



developmental course, 30.9% were enrolled in developmental math, and 15.9% were enrolled in developmental English.

#### **PRIDE Survey**

#### **Results of Nationally Recognized Physical Fitness Test**

Results from the Presidential Physical Fitness Test for the 2003 and 2004 school years show increased passing rates for the middle schools, but decreased passing rates for most of the elementary and high schools. In 2006-2007, The Fitness Gram was administered. It appears children are making progress in the area of trunk lift, upper body strength, and flexibility areas but need much more work and an emphasis on building aerobic capacity and curl ups. As children progress through the upper grades, there is a diminished score in the aerobic capacity area.

#### **Youth Risk Behavior Survey**

WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005 TOBACCO Percentage of students who smoked cigarettes on one or more of the past 30 days 25.3% Percentage of students who smoked cigarettes on school property on one or more of the past 30 days 8.3% ALCOHOL Percentage of students who had at least one drink of alcohol on one or more of the past 30 days 41.5% Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days 6.4% MARIJUANA/OTHER DRUGS Percentage of students who used marijuana one or more times during the past 30 days 19.6% Percentage of students who used marijuana on school property one or more times during the past 30 days 4.9% Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months 24.8% Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life time 6%

#### **CIMP Self Assessment**

Mingo County wrote improvement plans for the following areas: Citation: 1.4 (6.1.5) - Mingo County will stay within allowable caseload limits. Citation: 9.1.31.U Indicator 12, remains within the 80 days for all evaluations. Citation: 4.1.3 - The district shall make eligibility determinations that result in the percentage of students with exceptionalities (3-21) served in special education being comparable to state data. Citation: 4.21 - The percentage of students with disabilities will decrease in dropout rates. Citation: 4.30 - Students with disabilities make continuous progress within the state's system for educational accountability (meeting AYP). Citation: (5.1.4.e.B) - The percentage of graduates with disabilities enrolled in college, past secondary education and fully employed will increase to be comparable to non-disabled peers.

#### **Special Education Data Profiles**

The review of the data profile for Mingo County indicates the same concerns that became apparent from the self assessment. The concerns are as follows: Caseloads within allowable limits, Evaluations and Eligibility within the 80 day timelines, Percentage of students with disabilities being comparable to state data, Students with disabilities meeting AYP, Students with disabilities enrolling in post secondary programs or fully employed within one year being comparable to state data.

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

There was one LEP student enrolled in Mingo County during the 2006-07 school year.

#### **LEP - What are the major language groups?**

The native language of Mingo County's LEP student is Vietnamese.

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

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

Mingo County has no migrant students.

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

One school is serving one LEP student.

## **PRIORITIES**

1. Increase the graduation rate for Mingo County's students, especially for students with disabilities and economically disadvantaged students
2. Increase the college going rate of Mingo County's students
3. Decrease the percent of Mingo County's students who must take developmental courses in college
4. Decrease the number of discipline violations reported.

## **D. CULTURE AND CONDITIONS**

### **ANALYSIS**

#### **Office of Performance Audits Compliances and Recommendations**

The February, 2005, OEPA report for Mingo County Schools recommended the following: increase the rigor of high school courses, strengthen district-level monitoring, strengthen district-level support for the utilization of technology in classroom instruction, implement school-based multicultural activities, ensure better alignment of instructional focus and professional development with data analysis results, and implement a formative/benchmark assessment plan. Mingo County has each principal and school team review OEPA recommendations at both the beginning and end of school to work on maintaining high standards in accomplishing the recommended changes in curriculum, instruction and facilities management. The 2006-2007 assessments on OEPA recommendations were turned in on June 13, 2007, to BOE staff for review and comments.

#### **Monitoring Reports (Special Education and NCLB)**

Areas of concern on the Special Education Continuous Improvement Monitoring Report are the percentage of students in the categories of blind and partially sighted, deaf and hard of hearing, mental impairment, communication disordered, and traumatic brain injuries being comparable with state data; caseloads being within allowable limits; evaluations and eligibility within the 80 day timelines; students with disabilities meeting AYP; and the percentage of graduates with disabilities enrolled in college, other post-secondary education, or fully employed within one year of graduation being comparable to the percentage of non-disabled graduates in post-secondary activities.

#### **Walkthrough Summaries**

Walk-through data for 2006-2007 revealed needs in the following areas: diversified instruction, more emphasis on tiered instruction in the classroom, emphasis on implementing the county adopted plan for writing in all content areas K-12, utilization of a balanced assessment system systemically implemented and application of technology for instruction. In 2006-2007 MCS utilized Learning Focused Concepts to work with administrators on implementing a more focused and constructive walkthrough process. Mr. Jim Riedl worked with each principal in September, October

and November in walkthrough coaching. In 2006-2007 writing instruction was a focus and the 7<sup>th</sup> and 10<sup>th</sup> grade writing scores for 2007 increased significantly in all but two schools. In 2007-2008, walkthroughs will focus upon benchmark intervention adaptations and differentiated instruction implementation county-wide.

#### **Highly Qualified Personnel Report**

For 2003-04, the percentage of courses taught by highly qualified personnel in Mingo County was 97.07%, which exceeded the requirement of 96%. However, for 2004-05 the percentage of Mingo County courses taught by highly qualified personnel decreased to 92.86%, which did not meet the requirement of 98% and was lower than the state average of 96.00%. For 2005-06, the percentage of courses taught by highly qualified personnel decreased to 90.83% in Mingo County and 91.68% in the state.

#### **Framework Assessment of High Yield Practices**

Ongoing and in-depth analysis of high yield strategies selected by Mingo County schools in 2006-2007 reveals a need to redefine the formative assessment strategy to include a comprehensive plan for balanced assessment. This will include a rigorous professional development plan on formative assessment, authentic assessments, portfolio development and the Assessment for Learning model. Differentiated instruction remains a high yield strategy. All teachers have been exposed; some are implementing and four schools need more intensive professional development in this area. Mingo County is also involved in a comprehensive mathematics project which will redefine the use of differentiated instruction in mathematics classrooms. Using data as a key to target student achievement remains a priority. Refining must come in the area of the adjustment of instruction and the utilization of tiered instruction in reading K-3 in all elementary schools and the monitoring of tiered instruction in 7-12 schools. 21<sup>st</sup> century learning skills for students will require a concentrated dialogue with all schools and teachers. A plan will be implemented using the new Teacher Leader cadre.

#### **Digital Divide Report (Technology)**

Mingo County has too many out-dated computers in classrooms and labs. According to the 2006 digital divide survey, 897 Windows 98 computers, 281 Windows 95 computers and five 3.1 computers need to be updated to Windows XP and above; 2007 survey showed 602 Windows 92, 252 Windows 95 and five 3.1 computers. 58.2 computers in the county were Windows XP. Our goal is to have 100% Windows XP and above.

### **PRIORITIES**

1. Implement a balanced assessment plan
- 2.

Implement procedures to increase the percentage of highly qualified personnel

3. Ensure better alignment of instructional focus and professional development with data analysis results
4. Strengthen district-level support and monitoring for the utilization of technology in classroom instruction, diversified instruction, and writing in all content areas

# GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1:** Incremental annual progress toward reaching 100% proficiency in reading/language arts and mathematics will be made by all students

Objective	Objective Short Name	Baseline	5-year Target
1.1 The percent of students scoring at mastery or above in reading/language arts in the All group will increase a minimum of 3% each year.	Reading / All	75.00	90.00
1.2 The percent of students scoring at mastery or above in reading/language arts in the students with disabilities subgroup will increase a minimum of 3% each year.	Reading / Students with Disabilities	41.00	56.00
1.3 The percent of students scoring at mastery or above in reading/language arts in the low SES subgroup will increase a minimum of 3% each year.	Reading / Low SES	72.00	87.00
1.4 The percent of students scoring at mastery or above in mathematics in the All group will increase a minimum of 3% each year.	Mathematics / All	66.00	81.00
1.5 The percent of students scoring at mastery or above in mathematics in the students with disabilities subgroup will increase a minimum of 3% each year.	Mathematics / Students with Disabilities	42.00	57.00
1.6 The percent of students scoring at mastery or above in mathematics in the low SES subgroup will increase a minimum of 3% each year.	Mathematics / Low SES	62.00	77.00
1.7 The average ACT scores in English will increase by 0.1 each year.	ACT English	19.30	19.70
1.8 The average ACT scores in reading will increase by 0.1 each year.	ACT Reading	19.40	19.80
1.9 The average ACT scores in mathematics will increase by 0.1 per year.	ACT Mathematics	17.90	18.30
1.10 The percent of 4th grade students scoring above mastery and distinguished on the WV Writing Assessment will increase by 2% each year.	Writing Assessment / Grade 4	30.00	38.00
1.11 The percent of 7th grade students scoring above mastery and distinguished on the WV Writing Assessment will increase by 2% each year.	Writing Assessment / Grade 7	21.00	29.00
1.12 The percent of 10th grade students scoring above mastery and distinguished on the WV Writing Assessment will increase by 2% each year.	Writing Assessment / Grade 10	14.00	22.00
1.13 The percent of Mingo County students who are enrolled in any developmental courses during their first year of college will decrease by 1% annually.	College Enrollment - Any Dev. Course	61.80	57.80
1.14 The percent of Mingo County students who are enrolled in developmental math during their first year of college will decrease by 1% annually.	College Enrollment - Developmental Math	58.30	54.30
1.15 The percent of Mingo County students who are enrolled in developmental English during their first year of college will decrease by 1% annually.	College Enrollment - Developmental Eng.	39.60	35.60

**Goal 2:** All students in Mingo County will be educated in a safe and drug-free learning environment.

Objective	Objective Short Name	Baseline	5-year Target
2.1 The identification and the involvement of students with the Student Assistance Teams will increase by 2% annually.	Student Assistance Team	0.00	547.00
2.2 The number of discipline referrals as defined by the WVEIS Discipline Offense Codes will be reduced by 2% annually in the Mingo County school system.	WVEIS Discipline Referrals	1205.00	1111.00

**Goal 3:** Teachers will incorporate the 21st century framework for learning into classroom instruction.

Objective	Objective Short Name	Baseline	5-year Target
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3.1	The number of Windows 98 computers will be reduced each year, so that all will be replaced by 2010.	Technology Computer Replacement	900.00	0.00
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**Goal 1:** Incremental annual progress toward reaching 100% proficiency in reading/language arts and mathematics will be made by all students

**Objective 1.1** The percent of students scoring at mastery or above in reading/language arts in the All group will increase a minimum of 3% each year.

**As measured by:**  
WESTEST and APTA

Baseline Data		75.00	
	Targets		Actual
	2005-2006	78.00	2005-2006 78.00
	2006-2007	81.00	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 1.2** The percent of students scoring at mastery or above in reading/language arts in the students with disabilities subgroup will increase a minimum of 3% each year.

**As measured by:**  
WESTEST and APTA

Baseline Data		41.00	
	Targets		Actual
	2005-2006	44.00	2005-2006 43.00
	2006-2007	47.00	2006-2007 0.00
	2007-2008	50.00	2007-2008 N/A
	2008-2009	53.00	2008-2009 N/A
	2009-2010	56.00	2009-2010 N/A

**Objective 1.3** The percent of students scoring at mastery or above in reading/language arts in the low SES subgroup will increase a minimum of 3% each year.

**As measured by:**  
WESTEST and APTA

Baseline Data		72.00	
	Targets		Actual
	2005-2006	75.00	2005-2006 73.00
	2006-2007	78.00	2006-2007 0.00
	2007-2008	81.00	2007-2008 N/A
	2008-2009	84.00	2008-2009 N/A
	2009-2010	87.00	2009-2010 N/A

**Objective 1.4** The percent of students scoring at mastery or above in mathematics in the All group will increase a minimum of 3% each year.

**As measured by:**  
WESTEST and APTA

Baseline Data		66.00	
	Targets		Actual
	2005-2006	69.00	2005-2006 70.00
	2006-2007	72.00	2006-2007 0.00
	2007-2008	75.00	2007-2008 N/A
	2008-2009	78.00	2008-2009 N/A
	2009-2010	81.00	2009-2010 N/A

**Objective 1.5** The percent of students scoring at mastery or above in mathematics in the students with disabilities subgroup will increase a minimum of 3% each year.

**As measured by:**  
WESTEST and APTA

Baseline Data		42.00	
	Targets		Actual
	2005-2006	45.00	2005-2006 40.00
	2006-2007	48.00	2006-2007 0.00
	2007-2008	51.00	2007-2008 N/A
	2008-2009	54.00	2008-2009 N/A
	2009-2010	57.00	2009-2010 N/A

**Objective 1.6** The percent of students scoring at mastery or above in mathematics in the low SES subgroup will increase a minimum of 3% each year.

**As measured by:**  
WESTEST and APTA

Baseline Data		62.00	
	Targets		Actual
	2005-2006	65.00	2005-2006 66.00
	2006-2007	68.00	2006-2007 0.00
	2007-2008	71.00	2007-2008 N/A
	2008-2009	74.00	2008-2009 N/A

2009-2010 77.00 2009-2010 N/A

**Objective 1.7** The average ACT scores in English will increase by 0.1 each year.

**As measured by:**

ACT scores. Note: The baseline data begins with the 2006 graduates.

**Baseline Data** 19.30

Targets		Actual	
2005-2006	19.30	2005-2006	19.30
2006-2007	19.40	2006-2007	0.00
2007-2008	19.50	2007-2008	N/A
2008-2009	19.60	2008-2009	N/A
2009-2010	19.70	2009-2010	N/A

**Objective 1.8** The average ACT scores in reading will increase by 0.1 each year.

**As measured by:**

ACT scores. Note: The baseline data begins with the 2006 graduates.

**Baseline Data** 19.40

Targets		Actual	
2005-2006	19.40	2005-2006	19.40
2006-2007	19.50	2006-2007	0.00
2007-2008	19.60	2007-2008	N/A
2008-2009	19.70	2008-2009	N/A
2009-2010	19.80	2009-2010	N/A

**Objective 1.9** The average ACT scores in mathematics will increase by 0.1 per year.

**As measured by:**

ACT scores. Note: Baseline data begins with the 2006 graduates.

**Baseline Data** 17.90

Targets		Actual	
2005-2006	17.90	2005-2006	17.90
2006-2007	18.00	2006-2007	0.00
2007-2008	18.10	2007-2008	N/A
2008-2009	18.20	2008-2009	N/A
2009-2010	18.30	2009-2010	N/A

**Objective 1.10** The percent of 4th grade students scoring above mastery and distinguished on the WV Writing Assessment will increase by 2% each year.

**As measured by:**

WV Writing Assessment. Note: The baseline data begins with the 2005-06 school year.

**Baseline Data** 30.00

Targets		Actual	
2005-2006	30.00	2005-2006	30.00
2006-2007	32.00	2006-2007	0.00
2007-2008	34.00	2007-2008	N/A
2008-2009	36.00	2008-2009	N/A
2009-2010	38.00	2009-2010	N/A

**Objective 1.11** The percent of 7th grade students scoring above mastery and distinguished on the WV Writing Assessment will increase by 2% each year.

**As measured by:**

WV Writing Assessment. Note: The baseline data begins with the 2005-06 school year.

**Baseline Data** 21.00

Targets		Actual	
2005-2006	21.00	2005-2006	21.00
2006-2007	23.00	2006-2007	30.00
2007-2008	25.00	2007-2008	N/A
2008-2009	27.00	2008-2009	N/A
2009-2010	29.00	2009-2010	N/A

**Objective 1.12** The percent of 10th grade students scoring above mastery and distinguished on the WV Writing Assessment will increase by 2% each year.

**As measured by:**

WV Writing Assessment. Note: The baseline data begins with the 2005-06 school year.

**Baseline Data** 14.00

Targets		Actual	
2005-2006	14.00	2005-2006	14.00
2006-2007	16.00	2006-2007	35.00
2007-2008	18.00	2007-2008	N/A
2008-2009	20.00	2008-2009	N/A
2009-2010	22.00	2009-2010	N/A

**Objective 1.13** The percent of Mingo County students who are enrolled in any developmental courses during their first year of college will decrease by 1% annually.

**As measured by:**

WV Higher Education Policy Commission data. Note: The baseline data is for students enrolled for their first year of college in the fall of 2005. This is the latest information available as of June, 2007.

Baseline Data		61.80	
	Targets		Actual
2005-2006	61.80	2005-2006	61.80
2006-2007	60.80	2006-2007	0.00
2007-2008	59.80	2007-2008	N/A
2008-2009	58.80	2008-2009	N/A
2009-2010	57.80	2009-2010	N/A

**Objective 1.14** The percent of Mingo County students who are enrolled in developmental math during their first year of college will decrease by 1% annually.

**As measured by:**

WV Higher Education Policy Commission data. Note: The baseline data is for students enrolled for their first year of college in the fall of 2005. This is the latest information available as of June, 2007.

Baseline Data		58.30	
	Targets		Actual
2005-2006	58.30	2005-2006	58.30
2006-2007	57.30	2006-2007	0.00
2007-2008	56.30	2007-2008	N/A
2008-2009	55.30	2008-2009	N/A
2009-2010	54.30	2009-2010	N/A

**Objective 1.15** The percent of Mingo County students who are enrolled in developmental English during their first year of college will decrease by 1% annually.

**As measured by:**

WV Higher Education Policy Commission data. Note: The baseline data is for students enrolled for their first year of college in the fall of 2005. This is the latest information available as of June, 2007.

Baseline Data		39.60	
	Targets		Actual
2005-2006	39.60	2005-2006	39.60
2006-2007	38.60	2006-2007	0.00
2007-2008	37.60	2007-2008	N/A
2008-2009	36.60	2008-2009	N/A
2009-2010	35.60	2009-2010	N/A

**Goal 2:** All students in Mingo County will be educated in a safe and drug-free learning environment.

**Objective 2.1** The identification and the involvement of students with the Student Assistance Teams will increase by 2% annually.

**As measured by:**

Student Assistant Team logs (Target Data - Changed based on actual data for 2006/2007.)

<b>Baseline Data</b>		0.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	0.00	<b>2005-2006</b>	547.00
<b>2006-2007</b>	575.00	<b>2006-2007</b>	516.00
<b>2007-2008</b>	526.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	785.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	547.00	<b>2009-2010</b>	N/A

**Objective 2.2** The number of discipline referrals as defined by the WVEIS Discipline Offense Codes will be reduced by 2% annually in the Mingo County school system.

**As measured by:**

WVEIS, discipline report review at each school monthly and annually. Note: the baseline data is for the 2005-06 school year.

<b>Baseline Data</b>		1205.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	1205.00	<b>2005-2006</b>	1205.00
<b>2006-2007</b>	1181.00	<b>2006-2007</b>	1180.00
<b>2007-2008</b>	1157.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	1134.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	1111.00	<b>2009-2010</b>	N/A



**Goal 3:** Teachers will incorporate the 21st century framework for learning into classroom instruction.

**Objective 3.1** The number of Windows 98 computers will be reduced each year, so that all will be replaced by 2010.

**As measured by:**  
Digital Divide Survey

<b>Baseline Data</b>				900.00
	<b>Targets</b>		<b>Actual</b>	
	<b>2005-2006</b>	900.00	<b>2005-2006</b>	900.00
	<b>2006-2007</b>	704.00	<b>2006-2007</b>	704.00
	<b>2007-2008</b>	450.00	<b>2007-2008</b>	N/A
	<b>2008-2009</b>	200.00	<b>2008-2009</b>	N/A
	<b>2009-2010</b>	0.00	<b>2009-2010</b>	N/A

# HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Differentiated Instruction	<p>Teachers in mixed ability classrooms face challenges. Simply put, students come from different backgrounds with differing levels of support and preparation. They enter classrooms with varying levels of emotional and social maturity as well as diverse learning styles. Differentiated instruction is a teacher's response to these diverse learner needs. Differentiation is guided by respectful tasks, flexible grouping, ongoing assessment and adjustment. Teachers can differentiate content, process, and products according to student's readiness, interests, and learning profiles. A range of instructional strategies can be used to meet the learning needs of students such as: multiple intelligences, anchor activities, literature circles, Think Dots, small group investigation, tiered lessons, complex instruction, learning menus, and webquests. Differentiated instruction is rooted in solid research regarding teaching and learning. Differentiation sets the instructional stage for teachers to teach responsively with a focus on curricular requirements, needs of individual learners, needs of the class as a whole, and the means to ensure a balanced focus on all three of these curricular emphases.</p> <p>Differentiated instruction is a way of thinking about teaching and learning where teachers proactively plan varied approaches to what students need to learn, how they will learn it, and how they will show what they have learned. As Phillip Schlechty reminds us in this passage, "the business of schools is to design, create, and invent high quality demanding work for students: schools work that cause students to think, to reason, and to use their minds well."</p> <p>Tomlinson and Allan, (2000), <i>Leadership for Differentiating Schools and Classroom</i>, Virginia.</p>
Research-Based High Yield Instructional Strategies	<p>McREL has synthesized more than 100 research studies on classroom instruction and identified nine categories of instructional strategies that are correlated with higher student achievement. These results were published through ASCD as <i>Classroom Instruction that Works</i>: (Marzano, Pickering, &amp; Pollack, 2001). The instructional categories are as follows:</p> <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> <li>6. Cooperative learning</li> <li>7. Setting goals and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Activating prior knowledge</li> </ol> <p>This list is not new. But what is surprising is finding out <i>what a big difference</i> it makes, for example, when students learn how to take good notes, work in groups, and use graphic organizers. The authors provide statistical <i>effect sizes</i> and show how these translate into <i>percentile gains</i> for students, for each strategy. And each chapter presents extended classroom examples of teachers and students in action; models of successful instruction; and many "frames," rubrics, organizers, and charts to help teachers plan and implement the strategies.</p> <p>The synthesized research findings presented in this document are based in part on an</p>

earlier technical document presented by McREL entitled [A Theory-Based Meta-Analysis of Research on Instruction](#) (Marzano, 1998), which summarizes findings from more than 100 studies involving 4000+ control groups. ""

Marzano, R>J>< Gaddy, B>B>, & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO:Mid-continent Research for Education and Learning.

#2. Data analysis is also an important high yield instructional tool including the understanding of what it means to "assess for learning" (Stiggins, 2006). Included in this high yield instructional strategy are the following important features: Identify elements of formative assessment data that promote the possibility of individual achievement and student learning; review of all student achievement data and develop instructional, curricular, and assessment strategies implementation of the teaching strategies and determine whether they have produced the desired results.

Cawelti and Potherone, (2001), *High Student Achievement*, Arlington, Virginia, Educational Research Service.

Understanding the Need to Develop  
21st Century Graduates

Instructional leadership is about encouraging best practices in teaching, curriculum, and supervision. To make this happen principals must become familiar with innovative teaching theories and practices and to facilitate the ability of teachers to model these strategies in classrooms. Outstanding instructional leadership facilitates best practices in teaching and in creating school environments focused upon continuous improvement in the following ways:

- Models best practice, monitors instruction, provides an environment for sustained and ongoing professional development.
- Allows teachers to intervisit and share ideas among themselves.
- Visits other school sites in the district or region where best practices are well known and encourages teachers to visit in order to bring back fresh ideas and innovative research based ideas.

Instructional leadership is also about encouraging best practices in curriculum. To do so requires the principal to stay abreast of the basic concepts involved in curriculum development including:

- Modeling best practice in curriculum.
- Aligning teaching with curriculum.
- Including state standards into curriculum and instruction.
- Promoting the utilization of assessment for learning strategies.

Instructional Leadership cannot be discussed in terms of continuous school improvement without a look at supervision and professional development. Supervision is a process that engages teachers in instructional dialogue for the purpose of improving teaching and promoting student achievement. Principals, as instructional leaders, must understand how to work with teachers to engage in purposeful classroom observation of teachers not for evaluation but to engage teachers in instructional dialogue. Finally, administrators should collaboratively plan and implement professional development that is designed for effective selection of content and delivery of instruction.

Glanz, J., (2006) *Instructional Leadership*, California, Sage Publications.

	<p>Research confirms that strong administrative leadership from principals in the following areas produces effectiveness in the following areas: safe and orderly school environment; collaboration; instructional leadership; high levels of student learning; creating the norm of continuous improvement; discussion of instructional issues; teacher autonomy; support for risk taking; establishing professional development opportunities, monitoring student progress and sharing findings, and role modeling.</p> <p>Leithwood, K., &amp; Jantzi, D( 1999, December). Transformational school leadership effects: A replication. <i>School Effectiveness and School Improvement.</i> , 10(4), 451-479.</p> <p>Cheng, Y.C. (1994). Principal's leadership as a critical factor for school performance: Evidence from multi-levels of primary schools. <i>School effectiveness and School Improvement.</i> 5(3), 299-317.</p>
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Balanced Assessment System

<p>Data-Based System for Monitoring Student Academic and Personal Progress</p>	<p>High performing school systems use data systems to inform decisions, evaluate the effectiveness of projects effectiveness, and design improvements to student academic needs. Increasing number sof research targets indicating that the use of high-quality, targeted data, can effectively improve student instruction. Schools and teachers must utilize a variety of data to plan instruction Teachers cannot adequately plan differentiated instruction, if they can only access generalized student information."</p> <p>In <u>Results: the Key to Continuous School Improvement</u>, emphasizes the importance of data. "Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them. You cannot fight what you cannot see. Data make the trends apparent, revealing strengths and weaknesses that are easily concealed. Data drive the path to action</p> <p>Data cause systems to ask challenging questions about student performance. Dedicated to systemic continuous improvement, high performing systems use data on an on-going basis to determine adjustments and redirect resources for student success. High performing systems use data from many sources: data about student achievement and other student outcomes, data about practices and conditions in and surrounding the schools, and demographic data about the community and region.</p> <p>Popham W. James, (2003). <i>Test better, Teach Better.</i> ASCD : Arlington, Virgiiia</p>
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Use of Data to Target Improvement Efforts

<p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2<sup>nd</sup> ed.) Larchmont NY: Eye on Education).</p>
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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 13<sup>th</sup>, 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. Using data to impact instruction is a challenge that Mingo County is attempting to address. A plan has been developed with a monitoring and accountability system to be implemented to make this important research based strategy a reality in all schools.

Jerald, Craig. (2002) *Dispelling the Myth Revisited*. Washington, D.C.: The Education Trust

Other Strategy  
ATOD/Violence Prevention/Intervention

Safe schools are characterized as orderly and well-disciplined environments where students and staff are free to learn and teach without feeling a threat of physical and/or psychological harm. It includes an environment of non-violence, clear behavioral expectations, disciplinary policies and recognition programs for positive behavior as referenced by Remboldt and Johnson Insitue (1994) in *Solving Violence Problems In Your School*. Intervention is the most reliable, humane, and effective method available for changing the self-destructive behavior of systems. Intervention puts an end to tolerating such behavior. It refutes the notion that a person is entitled to engage in self-destructive behavior.

Remboldt C.(1994). *Solving Violence Problems In Your School: Why A Systematic Approach Is Necessary*. Minneapolis, MN: Longman.

Remboldt C. & Zimman R. (1998). *Respect & Protect, A practical, Step-by-Step Violence Prevention and Intervention Program for Schools & Communities*. Center City: Hazelden

Lezotte and McKee (2002) suggests that: We want schools to be safe and secure because the presence or absence of a safe learning environment enhances or impedes learning...the extent to which student learning is interrupted by routine disciplinary problems serves to diminish learning. Therefore, the goal of the effective school is to minimize, if not totally eliminate, such incidents. (p. 17).

Lezotte, L. & McKee, K. (2002). *Assembly Required A Continuous School Improvement System*. Okemos, Michigan: Effective Schools Products, Ltd., 17.

Refusal/resistance training had a noticeable primary effect in preventing the early onset of drug use (Elias, et al., 1991).

Inservice education for teachers will help them learn how to prevent minor incidents from escalating, and how to intervene effectively when violence occurs (Remboldt, Zimman, 1998). Dusenbury et al (1995) suggested that staff training is an effective preventive strategy.

# Technology Plan

Submitted by - dcockril@access.k12.wv.us 2007-07-11 14:00:30.0

## 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>st</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> 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- 21<sup>ST</sup> 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 21<sup>ST</sup> 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 21<sup>ST</sup> CENTURY TOOLS**

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

#### **Technology 09- ADULT LITERACY**

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

### Narrative Summary

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

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

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

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

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

### Technology Needs Assessment

Mingo County has too many out-dated computers in classrooms and labs. According to the 2006 digital divide survey, 897 Windows 98 computers, 281 Windows 95 computers and five 3.1 computers need to be updated to Windows XP and above; 2007 survey showed 602 Windows 92, 252 Windows 95 and five 3.1 computers. 58.2 computers in the county were Windows XP. Our goal is to have 100% Windows XP and above.

### Action Steps

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Computer Replacement      **Associated High Yield Strategies** None

**Action Step** TECH 01: Mingo County will budget for and use the technology equipment and infrastructure that supports the acquisition of 21st century skills

- 01 - Success (TFS Secondary) labs will be purchased for Williamson Middle and Tug Valley High. A wireless lab will be purchased for Kermit K-8.
- 01 - Basic Skills (TFS Elementary) mini-computer labs will be installed in all 4th grade classrooms.

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

**Purpose** To ensure that the technology infrastructure is adequate for acceptable performance and for improved student achievement

**Persons Responsible** Patrick Billips Pam Varney

**Target Audience** All schools

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Computer Replacement      **Associated High Yield Strategies** None

**Action Step** TECH 02: Mingo County will provide technology integration to improve 21st century skills and student achievement.

- 02 - Mingo County will continue to utilize and expand the use of technology through internet and software programs for mathematics instruction.
- 02 - Provide Bridges web based career software for all high schools.
- 02 - Use Waterford (early reading/math and science)software for all kindergarten through 2nd grade
- 02 - Continue Accelerated Reading software programs and accelerated math at one school

- 02 - Use School Kit in all high schools
- 02 - Microsoft Office is installed on every computer in the schools
- 02 - Plato software is installed in all high schools for remediation and enrichment purposes
- 02 - Use Dibbels for K-2 for reading interventions
- 03 - Implement Compass Odyssey at Lenore K-8 and continue implementation of Odyssey in all schools next year

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** Mingo County will provide 21st century tools and skills to allow students to access information, solve problems, communicate clearly, make informed decisions, and acquire new knowledge.

**Persons Responsible** County technology coordinator, curriculum coordinators, math facilitators, and county test coordinator

**Target Audience** All schools

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

**Plan Section** Rural and Low Income

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Differentiated Instruction

**Action Step** RLIS The county will hire a technology integration specialist and provide hardware and training.

- RLIS - The county will hire a technology integration specialist.
- RLIS - The county will provide professional development to implement technology intergration into classrooms.
- RLIS - The county will provide video conferencing field trips.
- RLIS - The county will provide computer hardware and software to the private schools.

<b>Projected Begin Date</b> July 1, 2006	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To increase the useage and the effectiveness of local and state technology programs and equipment.

**Persons Responsible** Dee Cockrille Patrick Billips

**Target Audience** All schools

**Federal Compliances** RLIS 03. Educational Technology, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Computer Replacement

**Associated High Yield Strategies** Differentiated Instruction

**Action Step** TECH 03: Mingo County will provide communication tools.

- 03 - Teachers will use the I know website for assessment and informing instruction
- 03 - E-rate funds will be used to provide high speed Internet Access.
- 03 - Use e-rate funds for Phone lines at all schools and board office.
- 03 - Teachers and students will use the Internet for accessing research, standards based lesson plans, etc.
- 03 - Teachers and administrators will use email for communication with staff, students and community
- 03 - Upgrade all schools Internet access to 10Mb fiber except Dingess which receives 2 T1 lines. Upgrade central office from 22Mb DS3 to 100Mb switched ethernet. Shared 100 MB connection to the state network. This will increase our network reliability and situate us for future upgrades.
- 03 - E-rate funds will be used replace aging network hubs and switches.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> July 1, 2006	<b>Actual End Date</b> ?
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**Purpose** Mingo county will provide phone and high speed Internet lines to every school.

**Persons Responsible** Patrick Billips Pam Varney

**Target Audience** All schools.



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

**Plan Section** Title II

**Associated Goals/Objectives** None,Reading / **Associated High Yield Strategies** None  
All ,Mathematics / All ,Technology Computer Replacement

**Action Step** By using WVEIS the county will identify teachers that are not Highly Qualified and take steps to move each one to highly qualified status

<b>Projected Begin Date</b> August 28, 2007	<b>Projected End Date</b> June 11, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> Ensure compliance to meet the requirements of NCLB Inform Teacher of Tuition Reimbursement Procedures Ensure compliance with the requirements of NCLB §1111 Inform parents of teacher qualifications Ensure compliance with the requirements of NCLB §1111 Inform parents of teacher qualifications Recruit Teachers Statute _____ Provide new teachers with assistance Provide quality staff development	<b>Persons Responsible</b> Title II; Title I Director; Personnel Director Principal Personnel Director Personnel Director Title Director Principal Title Director Principal Personnel Director Personnel Director Personnel Director Teacher	<b>Target Audience</b> Teachers	<b>Intended Impact on Audience</b> Better instruction
<b>Professional Development</b> College Courses	<b>Professional Development Other Description</b> Highly Qualified teachers are a priority	<b>Federal Compliances</b> 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** Technology

**Associated Goals/Objectives** Technology Computer Replacement **Associated High Yield Strategies** None

**Action Step** TECH/04: Provide increased access for students and teachers to 21st century tools and resources

- 04 - Updated 4 labs at Tug Valley HS, new lab at Birch HS, new lab at Kermit K-8
- 04 - Add 30 new interactive white boards with data projectors mounted on the ceiling
- 04 - Updated computers in all 4th grade classrooms and added laser printers; will update in 5th grade next year, etc.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement	<b>Persons Responsible</b> Patrick Billips Pam Varney	<b>Target Audience</b> All schools	

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

**Plan Section** Title II

**Associated Goals/Objectives** Reading/SES ,Mathematics/All ,Mathematics/ Disabilities **Associated High Yield Strategies** Differentiated Instruction

**Action Step** MCS will move all teachers to implementation of differentiated instruction during the year 2007-2008

- C.1** - Principals and BOE math and English language arts coaches will monitor implementation of DI through walkthroughs and determine PD support
- C.2** - Kermit K-8 and Lenore K-8 will work with Debbie Willingham of Learning Focused Strategies all five ISE during 2007-2008
- C.3** - Dr. Dee Cockrille will work with Kermit K-8 on implementation of DI with RAFTS, Learning Menus, WEB Quests, Learning Profiles, Readiness levels, Complex Instruction
- C.4** - A DI ToolKit with sample lessons and units will be placed online for teacher use; a DI online professional development class will be developed by Dr. Cockrille

<b>Projected Begin Date</b> August 22, 2007	<b>Projected End Date</b> June 8, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To provide mentoring, support and direction for unit and lesson development for differentiated instruction	<b>Persons Responsible</b> Director of curriculum; coaches/principals	<b>Target Audience</b> Students	<b>Intended Impact on Audience</b> MCS has been working on professional development for all teachers in differentiated instruction; Implementation and monitoring is the next step.
<b>Professional Development</b> Coaching ,Study Group ,Trainer Led	<b>Federal Compliances</b> Title II 02. Professional Development, 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 Computer Replacement      **Associated High Yield Strategies** None

**Action Step** TECH/05: Mingo county will provide distance learning.

- 05** - Video field trips will be taken by schools.
- 05** - Mingo County will provide virtual school courses to students.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To provide quality programs from certified teachers for students.	<b>Persons Responsible</b> Patrick Billips Dee Cockrille Sue Fullen Dora Chaffin	<b>Federal Compliances</b> RLIS 03. Educational Technology, Technology 05-Delivery of 21st Century Content through Distance Learning	

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

**Plan Section** Title I

**Associated Goals/Objectives** None      **Associated High Yield Strategies** None

**Action Step** The LEA shall plan and implement programs, activities and procedures with meaningful consultation with parents of participating children.

- C.1** - Revise and distribute annually the LEA parent involvement policy. The parent involvement policy (revised) will be published in the style of a handbook for all parents in the schoolwide schools. A database will be utilized by the central office to mail a copy of the policy to all parents. The principals at each school will receive extra copies for new students/parents and share with the staff at the school the contents of the policy for 2007-2008.
- C.2** - Review the effectiveness of parent involvement in the district. Parents will be given the opportunity to comment or give suggestions about the parent involvement activities. The parents will receive a survey to rate the activities. The survey provides a comment section for the parents. The surveys are reviewed and comments or suggestions are considered by Title I.
- C.3** - Provide training to staff members in how to work with parents. All staff members in each schoolwide schools will receive information on how to work with parents from the Parent Educator Resource Center and Title I Curriculum Specialist. Some of the information will be from the internet, state department, other resource centers, purchased materials, and from educational consultants.
- C.4** - Provide technical assistance to schools on implementation of meaningful school-based parent involvement. Title I office and the Parent Educator Resource Center will support and give assistance to all schoolwide schools in providing meaningful activities and workshops for parents throughout the school year. The workshops will be based on needs assessment and parent input. The Title I office will offer materials and equipment to conduct the workshops or planned activities.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b>	<b>Persons Responsible</b> Title I Director	<b>Target Audience</b> Parents	<b>Federal Comiances</b> Title I 05. Parent Involvement, Technology 06-21st Century Parent/Community/Partnership Collaboration

**Plan Section** Technology

**Associated Goals/Objectives** Technology Computer Replacement      **Associated High Yield Strategies** None

**Action Step** TECH/06: Promote parental involvement and improved collaboration with community/home through the user of 21st century tools and resources

- 06 - Implemented web hosting for all schools - schools have web pages
- 06 - Encourage teachers and principals to use email for communication internally and with parents and community
- 06 - High schools are using computerized grade programs (Grade Quick)

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To improve communication and collaboration among stakeholders	<b>Persons Responsible</b> Patrick Billips Dee Cockrille Sue Fullen Dora Chaffin	<b>Target Audience</b> all stakeholders	<b>Federal Comiances</b> RLIS 03. Educational Technology, Technology 06-21st Century Parent/Community/Partnership Collaboration

**Technology 07-Professional Development for 21st Century Instruction**

**Plan Section** Core Plan

**Associated Goals/Objectives** None,Reading / All ,Reading / Students with Disabilities ,Reading / Low SES ,Mathematics / All ,Technology Computer Replacement      **Associated High Yield Strategies** Balanced Assessment System

**Action Step** Mingo County Schools will implement a balanced assessment model for all classrooms

- C.1 - Design and implement a comprehensive balanced assessment plan for the county and all teachers and school administration schools using study group format, trainer led options during CE, ISE, and early release days during 2007-2008
- C.2 - Teachers will group and regroup students in tiered interventions flexibly based on assessment results
- C.12 - Principals will monitor balanced assessment model
- C.3 - Teachers will use I KNOW benchmark assessments to provide a blueprint to differentiate instruction
- C.4 - Implement county-wide the use of rubrics, student portfolios, multiple classroom based assessments, including performance benchmarks, linking of formative assessment and scaffolding, via English/Language arts/mathematics coaches, BOE curriculum team, and through an online assessment and rubric support site.
- C.5 - Academic coaches will develop intervention strategies to assist teachers in adapting their instruction to students' individual needs. Strategies and lesson plans will be monitored by principals and coaching staffs
- C.6 - MCS will implement a three tiered model of reading with early identification and intervention for K-3 students with reading difficulties
- C.8 - Teachers will use Dibels assessments for instructional improvement and will implement scientifically research based instructional interventions
- C.7 - Coaches will provide professional development and guidance to principals and teachers in interpreting and using progress monitoring as well as providing support for creating and using pre-tests and balanced assessments.
- C.9 - Assessment portfolios will be maintained by all teachers whose students do math and RLA benchmark assessments. These portfolios will be monitored by principal and central office staff. An assessment portfolio will include: an assessment calendar; checklist monitoring student progress toward mastery of goals; copies of each benchmark assessment; answer key, and scoring rubric; student constructed response tests; benchmark item analysis summary and content reports, formative assessment report, intervention plan for each student identified on the formative assessment report, evidence that illustrates intervention efforts.
- C.10 - Report cards will be redesigned to give an additional report to parents on the mastery of content standards
- C.11 - Teachers will utilize WV writing assessments to determine skill development needs

<b>Projected Begin Date</b> August 8, 2007	<b>Projected End Date</b> June 6, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To use a balanced assessment framework as a paradigm for adjusting instruction and as a catalyst to get students involved in their own learning and in the Assessment for Learning paradigm.

**Persons Responsible** BOE staff; Principals; teachers

**Target Audience** Teachers and students

**Intended Impact on Audience** Students will be more involved in the direction of their own learning; teachers use assessment as a framework for instruction

**Professional Development** Coaching ,Learning Community ,Trainer Led ,Web Based

**Federal Compliances** RLIS 02. Teacher Professional Development ,Special Education 04. Professional Development ,Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

**Plan Section** Title I

**Associated Goals/Objectives** None

**Associated High Yield Strategies** None

**Action Step** The LEA will provide technical assistance and oversight in viewing school plans to ensure sufficient resources to effectively carryout appropriate professional development activities.

- H.1 - Ensure professional development activities provide quality trainings, support implementation and monitoring results.
- H.2 - Review the effectiveness of professional development in the district.
- H.3 - Ensure professional development activities provide sustained training including a variety of delivery methods over the year(s).
- H.4 - Ensure professional development involves the coordination and utilization of Title I & II funds, in addition to other PD funding.

**Projected Begin Date**  
July 1, 2007

**Projected End Date**  
June 30, 2008

**Actual Begin Date**  
?

**Actual End Date**  
?

**Purpose**

**Persons Responsible**  
Title I Director

**Target Audience** Title I schools

**Intended Impact on Audience** Regular Education Reading Teachers K-3 Title I teachers Regular Educators Pre k-2

**Professional Development** Trainer Led

**Professional Development Other Description** Title I will purchase and train regular education teachers and Title I teachers with the implementation of DIBELS (K-3). Title I will purchase Sidewalks (supplemental materials for reading) for the Title I teachers. Title I teachers will receive training on intervention strategies (Tier 2). Title I will continue to provide on-going staff development for the School wide schools to implement Waterford Reading-Level 1,2,3 and Waterford Math 1,2,3

**Federal Compliances** Title I 03. Professional Development, Technology 07-Professional Development for 21st Century Instruction

**Plan Section** Technology

**Associated Goals/Objectives** Technology Computer Replacement

**Associated High Yield Strategies** None

**Action Step** TECH/07: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

- 07 - Train principals on gaming and education
- 07 - Provide compass odyssey training at Lenore plus 3 days of compass classic for all schools
- 07 - Conduct Apangea learning training - online math program (2 high schools)
- 07 - Provide Inspiration and Kidspiration training
- 07 - Provide PCA and Coach Study and ACT prep online training

**Projected Begin Date**  
July 1, 2007

**Projected End Date**  
June 30, 2010

**Actual Begin Date**  
?

**Actual End Date**  
?

**Purpose** To use the

**Persons Responsible**

**Target Audience**

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

Patrick Billips Dee  
Cockrille Sue Fullen  
Dora Chaffin

Teachers/administrators

**Federal Compliances** RLIS 03. Educational Technology, Technology 07-Professional Development for 21st Century Instruction

**Plan Section** Title II

**Associated Goals/Objectives** Reading / All ,Reading / Students with Disabilities ,Reading / Low SES ,Technology Computer Replacement

**Associated High Yield Strategies** None

**Action Step** MCS Reading /language arts facilitators will collaborate with teachers, principals, and curriculum coordinators to support instruction in reading, writing strategies including differentiated instruction, technology integration, analyses of student work, formative assessments, and reading and writing across the content areas.

- A.1 - Provide ongoing PD in Step Up to Writing Model, Writing Roadmap and /Four Square/Five Paragraph Writing Model
- A.2 - RLA arts coaches will provide systemic oversight/modeling, professional development in technology, DI, formative assessment, benchmarking in all RLA classrooms
- A.3 - PD will be designed and implemented to complete professional development for schools who have not completed trainer led or study groups in DI, technology, benchmarking, and formative assessment, Step up to Writing
- A.4 - Elementary RLA facilitator/coach will provide professional development and monitoring for the five components of reading, classroom centers, Scott Foresman textbook implementation, tiered interventions, and the use of Dibels as a source of student progress monitoring
- A.5 - Elementary and secondary RLA facilitators will provide trainer led PD and site based coaching for the implementation of the Sunday System in Tier Two and Tier Three reading interventions
- A.6 - Elementary and secondary RLA coaches/facilitators will work with Special Education director and teachers to implement textbook implementation and Sunday System for tiered interventions
- A.7 - Secondary RLA facilitator will work with principals and teachers to design effective intervention instruction during tiered interventions including READ 180 delivery

<b>Projected Begin Date</b> August 22, 2007	<b>Projected End Date</b> June 6, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To focus upon support and collaboration with teachers on student achievement	<b>Persons Responsible</b> Mingo County Curriculum Team; coaches; principals	<b>Target Audience</b> Teachers and students	<b>Intended Impact on Audience</b> Teacher expertise will increase
<b>Professional Development</b> Coaching	<b>Professional Development Other Description</b> Constant PD support for changes in the classrooms in RLA	<b>Federal Compliances</b> Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction	

**Plan Section** Rural and Low Income

**Associated Goals/Objectives** Mathematics / All ,Mathematics / Students with Disabilities,Mathematics / Low SES ,ACT Mathematics

**Associated High Yield Strategies** Balanced Assessment System ,Differentiated Instruction ,Research-Based High Yield Instructional Strategies

**Action Step** MCS will monitor the full implementation of the standards based mathematics program to close AYP gaps K-8

- D.1 - Update pacing guides for 7-th grade mathematics
- D.2 - Send team to 21st century elementary math conference and Algebra I standards based units PD
- D.3 - Provide PD for new teachers and special educators in Everyday Math and Connected Math K-8
- D.4 - Coaching and modeling for math teachers for EveryDay and Connected Math curriculums/ will designated priority schools
- D.5 - Implement Dynamic Classroom Assessment in selected elementary, middle and high schools

<b>Projected Begin Date</b> August 22, 2007	<b>Projected End Date</b> June 7, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To improve mathematics content, curriculum and instruction for K-8 students	<b>Persons Responsible</b> AdministrativeAssistant, Director of Curriculum, Special Education Director; K-12 coaches	<b>Target Audience</b> Teachers K-8	<b>Intended Impact on Audience</b> Better delivery of content and instruction for Math K-8
<b>Professional Development</b> Coaching ,Study Group ,Trainer Led ,Web Based	<b>Federal Compliances</b> Special Education 04. Professional Development ,Title I 03. Professional Development ,Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction		

**Technology 08-Maintenance and Repair of 21st Century Tools**

**Plan Section** Technology

**Associated Goals/Objectives** Technology  
Computer Replacement

**Associated High Yield Strategies** None

**Action Step** TECH/08: Mingo County will provide maintenance and repair of computer equipment.

- 08 - Contract with RESA II for computer repair.
- 08 - County technology coordinator and technician will be responsible for timely repair and maintenance
- 08 - Symantec anti-virus and deep freeze and Windows Updates will be downloaded daily for improved maintenance and reliability

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2007	June 30, 2010	?	?

**Purpose** To repair and upgrade all Mingo County Computers.  
**Persons Responsible** Patrick Billips RESA II

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

**Technology 09-Adult Literacy**

**Plan Section** Technology

**Associated Goals/Objectives** Technology  
Computer Replacement

**Associated High Yield Strategies** None

**Action Step** TECH/09: Mingo County will provide assistance for adult literacy.

- 09 - Mingo County will provide Internet and network access to the MCCC adult education program.

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
July 1, 2006	June 30, 2009	?	?

**Purpose** To provide Internet access for math and reading instructional programs in the adult education program.  
**Persons Responsible** Patrick Billips

**Federal Compliances**  
Technology 09-Adult Literacy

**E-rate Budgets**

<b>Funding Source</b>	<b>Year</b>	<b>Annual</b>	<b>Disc% Commit</b>	<b>County Match</b>
E-rate funds	2008 Bundled Voice/Long Distance	113,088.00	90,497.00	22,291.00
	Cellular	0.00	0.00	0.00
	Data Lines	186,960.00	149,568.00	37,392.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	210,521.00	168,417.00	42,104.00
	Internet Access	0.00	0.00	0.00
	Long Distance	53,654.00	42,923.00	10,730.00
	Paging	0.00	0.00	0.00
	Voice	0.00	0.00	0.00
	WAN	0.00	0.00	0.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	521,623.00	418,537.00	103,086.00

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
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E-rate funds	2007	Bundled Voice/Long Distance	113,087.64	90,796.70	22,290.94
		Cellular	0.00	0.00	0.00
		Data Lines	143,760.00	115,920.00	27,840.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	210,521.00	168,416.80	42,104.20
		Internet Access	600.00	480.00	120.00
		Long Distance	53,654.40	42,923.52	10,730.88
		Paging	0.00	0.00	0.00
		Voice	0.00	0.00	0.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		521,623.04	418,537.02

TFS/Elementary E-rate Application	2007	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
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E-rate funds	2006	Cellular	0.00	0.00	0.00
		Data Lines	129,134.88	103,317.50	25,817.38
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	163,817.00	131,105.50	32,711.50
		Internet Access	0.00	0.00	0.00
		Long Distance	62,667.60	50,134.08	12,533.52
		Paging	0.00	0.00	0.00
		Voice	97,457.04	78,472.85	18,984.19
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		453,076.52	363,029.93

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year		Annual	Disc% Commit	County Match
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E-rate funds	2005	Cellular	0.00	0.00	0.00
		Data Lines	122,601.00	98,859.90	23,741.10
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	212,808.00	171,996.10	40,811.90
		Internet Access	0.00	0.00	0.00
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	118,935.84	95,574.77	23,361.07
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		464,618.84	374,649.97

State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00
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### 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? 07/02/2001

3. When was the public meeting held for CIPA Compliance? 06/11/2001

4. Provide the URL to your acceptable use policy. <http://boe.ming.k12.wv.us/policies.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	1	1
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	15	0	15
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	1	1
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

A focus of all strategic planning is to create capacity building at each site location. This is an area of extreme concern for MCS in order to create the continuous improvement process. The capacity building must ensure that the schools have a well defined effective process for completing and implementing the Five Year Plan; schools have established clear student performance goals; staff are involved in the process of change and innovation and that staff members are knowledgeable of the school's improvement. MCS will continue provide ongoing technical assistance to meet ongoing strategic initiatives.

### Process Monitoring

MCS had created a math, writing, English language arts plan and professional development to make these plans a reality. All strategic goals have a series of steps designed over a five to six year period to bring these goals and objectives to fruition. Each action step is the result of the plan to reach goals and objectives. Action steps were created by consensus and have been developed as a result of a comprehensive plan of professional development, implementation of a learning and evaluation and monitoring steps. There are also plans to create mid course adjustments when necessary.

### Evaluation Process

Mingo's Strategic Planning Action Step Sub-Committee meets regularly via call in conferencing. We have also created an implementation chart for each action step. The action step is identified and then every two months this chart is cross checked against proposed implementation/ completion. This method has served to keep us on target. Each principal submits the same action step analysis at the end of each semester to monitor proposed plans. Monitoring is key to adjusting and completing proposed plans.