FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MONONGALIA COUNTY SCHOOLS **MONONGALIA COUNTY SCHOOLS**

13 SOUTH HIGH STREET

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

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Assistant Superintendent	Rebecca Mattern
	Director of Student Services	Patty Benedum
	Director	Betsy Mullett
	Superintendent	Frank Devono
	Assistant Superintendent	Donna Talerico
	C&I Curriculum Coordinator	Sandra DeVault
Business & Community	Starting Points Coordinator	Lori Yoho
Federal Programs	Director of Federal Programs	Sandy Walsh
	Title I Coordinator	Christine Shaw
Parents	Parent Involvement Coordinator	Karen Raspa
	Parent Involvement Coordinator	Sandra Souch
	Parent Involvement Coordinator	Earlene Eddy
	Skyview Parent involvement Coordinator	Deena Krafft
	Easton Parent Involvement Coordinator	Andrea Antkowiak
	Parent Involvement Coordinator	Delia Williams
	Parent Involvement Coordinator	Debbie Moore
	Parent Involvement Coordinator	Kathy Pineault
Technology Committee	Director of Technology and Secondary Education	Nancy Napolillo

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

Monongalia County Schools will strive to provide an exemplary educational environment that promotes individual development, intellectual growth, and responsible citizenship.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Every student is able to learn and to experience success.
2. Schools should accommodate the needs of individual students and provide all students fair and equitable access to educational progams.
3. Students should be taught to be life-long, independent, self-directed learners.
4. Students should be prepared to assume adult roles as responsible citizens.
5. The foundation of a strong educational program is commitment to excellence, creativity, innovation, and the establishment of high expectations.
6. Meaningful and collaborative partnerships with parents, business, industry, labor, higher education, and the community at large strengthen and enhance the educational process. The educational environment should be physically and psychologically safe and a place where a student can feel a true sense of belonging.
7. Parents, students, and school system personnel share responsibility for student educational success.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	159,810.44
Local Levy/Bond Money	290,000.00
Technology E-rate	581,844.33
Technology E-rate County Match	274,974.61
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	144,110.00
TFS/Elementary Technology	133,327.00
TFS/Secondary Technology	164,000.00
Title II	604,924.00
Title III Language Instruction LEP	78,925.00
Title IV Safe and Drug Free Carryover Budget	1,746.00
Title IV Safe and Drug Free Schools	53,736.98
Title V	11,534.00
Total	**$ 2,498,932.36**

DATA ANALYSIS

A. EXTERNAL DATA

ANALYSIS

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

Enrollment has continued to decline even with all the economic growth experienced in Monongalia County. The county will continue to work toward adding PreK programs where they are needed and where we can continue to show a 50% collaboration.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

Monongalia County has exceeded the starting point in the Elementary Math ALL subgroup for the past four years. We have maintained similar scores this year in the disadvantaged and disabled subgroups. This year, once again, the black subgroup made AYP.

We have exceeded the starting point in the Elementary Reading/Language Arts ALL subgroup for the past four years. Our scores continue to improve in the disadvantaged and disabled subgroups. This year, for the third year in a row, the black subgroup made AYP. Our Middle School Math ALL subgroup continues to maintain a higher percent proficient that the state. The disadvantaged subgroup did achieve AYP in math but the disadvantaged subgroup did not achieve AYP in reading. For the third year in a row, the black subgroup exceeded the starting point in and math. Our Middle School Reading/Language Arts ALL subgroup continues to exceed the starting point. Our disadvantaged subgroup did not make AYP. This year, once again, the black subgroup exceeded the starting point. Our disabled subgroup have shown a slight improvement in math and maintained the same percent proficient in reading. Our High School Math ALL subgroup continues to exceed the starting point, and our disadvantaged students also achieved AYP. The disabled subgroup did not show increasing scores this year. The black subgroup does not have a sufficient cell size to qualify for AYP accountability. Our High School Reading/Language Arts ALL subgroup continues to exceed the starting point, although our disadvantaged students did not meet the starting point again this year. The disabled subgroups have not shown increasing scores this year. The black subgroup does not have a sufficient cell size to qualify for AYP accountability.

WESTEST Confidential Summary Report

In Reading/Language Arts, county data reflects that our low SES students are scoring slightly below the state average, and our special education subgroup is scoring significantly below the starting point at all programmatic levels. In Math, county data reflects that our low SES students are scoring slightly better than the state average in all the high school programmatic lever, but slightly below the state average in the middle and elementary programmatic level. Our special education subgroup is scoring significantly below the starting point at all programmatic levels.

WESTEST Confidential Item Analysis Summary

This data is most pertinent at the school level and all our schools have been diligent about reviewing this data in order to target the Content Standards and Objectives that are most problematic for students. Schools are developing plans for reteaching those specific objectives as well as providing differentiated instructional strategies to ensure student mastery.

WESTEST Confidential Roster Report

The confidentioal roster report provides information that is most useful for classroom teachers, Title I and special educators. This data is used by teachers to group for instruction, using performance levels and scale scores.

WV Writing Assessment

72% of the fourth grade students in Monongalia County scored at or above mastery on the WV Writing Assessment exceeding the state's 70% score. A few of our elementary schools did not meet the state percentage and will address strategies for improvement in writing in their individual strategic plans. Our county has established writing as one of the five focus areas for all grades this school year. 79% of the seventh grade students in Monongalia County scored at or above mastery on the WV Writing Assessment exceeding the state's 76% score. Two of our middle schools did not meet the state percentage and will address strategies for improvement in writing in their individual strategic plan. Our county has established writing as one of the five focus areas for all grades this school year. 87% of the tenth grade students in Monongalia County scored at or above mastery on the WV Writing Assessment matching the state's 87% score. All but one of our high schools met or exceeded the state percentage and will continue to address strategies for improvement in writing in their individual strategic plans. Our county has established writing as one of the five focus areas for all grades this school year.

Formative and Benchmark Assessments

As reported in last year's Strategic Plan, we have implemented a formative assessment system in grades 2 through 10 and are utilizing DIBELS assessment as grades K and 1. This data will be utilized during structured teacher planning time and will provide the necessary documentation to adjust instruction to meet individual student needs.

PRIORITIES

1.

Provide assistance to schools that did not make AYP addressing specific subgroups and their respective deficiencies.

2.

Through the use of academic coaches, continue to provide assistance in data disaggregation (WESTEST/ETS/DIBELS) to inform instructional practices.

3.

Provide assistance, through professional learning communities, toward the implementation of the ninth grade academies.

4.

Continue to provide training on Response To Intervention and the K-3 Reading Model to meet implementation timelines.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Discipline Referral Report

Of the 2,361 disciplinary violations recorded in WVEIS during 2006-07, 1477 or 67% are attributed to conduct classified as disrespectful or inappropriate or aggressive. Thirty-nine violations are alcohol- or drug-related and 56 are tobacco-related. Schools in Monongalia County make extensive use of In- and Out-of-School Suspension. Of the 2,361 violations, 1,115 resulted in one of these two consequences. There were no expulsions. Repeated suspensions take a toll on student opportunity to learn. The total Long-Term Suspension/Expulsions for the 2006-07 school year represents a 62% decline in the total number of students subject to Long-Term Suspension/Expulsion in comparison to FY06. The decline for nondisabled children is 85%, the decline for disabled children is 11%.

PRIDE Survey

Attitudes about the harmful effects of liquor and/or marijuana use appear to weaken significantly when our students are in high school.

- The percentage of students reporting that it is harmful to one's health to use liquor and/or marijuana decreases significantly as youth progress from grade 6 up through 12th -- from 52.5% of 6th graders saying use of liquor is very harmful to 25.2% of 12th graders so indicating and from 84.7% of 6th graders reporting that marijuana is very harmful to health to 34.4% of 12th graders so reporting.
- The percentage of students reporting non-use of alcohol within the past year decreases across grade levels -- from 77.5% of 6th graders to 23.2% of 12th graders.
- The percentage of students reporting non-use of marijuana within the past year decreases across grade levels -- from 96.6% of 6th graders to 59.7% of 12th graders.

Too many students (approximately 25%) report engaging in threatening behaviors with their peers or in being the object of threatening behaviors.

- The percentage of all PRIDE respondents (grades 6-12) reporting never having been threatened by a student with being hit, slapped or kicked is 63.9%and 80.5% report never actually having been hit, slapped or kicked.
- 74.1% report never having threatened another student with hitting, slapping or kicking and 75.2% report never having hurt another by hitting, slapping or kicking.
- The percentage reporting never having been afraid (while at school) that another student might hurt him/her is 77.2%.

Youth Risk Behavior Survey

Concerns identified results from West Virginia's High School 2005 Youth Risk Behavior Survey parallel concerns pinpointed in data analysis of the Spring 2005 PRIDE Survey.

- 41.5% of high school students reported alcohol consumption in the past 30 days and 19.6% reported marijuana usage during the past 30 days.
- 29.1% of high schools students reported being in a physical fight one or more times during the past 12 months.
- 12.1% report having been in a physical fight on school property one or more times during the past 12 months.
- 25.7% report having had property, such as their car, clothing, or books stolen or deliberately damaged on school property one or more times during the past 12 months.

CIMP Self Assessment

Summary of Concerns

1. Meeting timelines.

2. Reduce number of Special Educations students suspended for more than 10 days.

3. Reduce number of African-American students identified as Behavior Disordered.

4. Continue to increase student achievement as measured by the WESTEST.

5. Increase number of highly qualified Special Education teachers.

Special Education Data Profiles

The number of African-American students identified as Behavior Disordered.

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

No concerns at this time.

LEP - What are the major language groups?

No concerns at this time.

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

No concerns at this time.

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

No concerns at this time.

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

No concerns at this time.

D. CULTURE AND CONDITIONS ANALYSIS

Monitoring Reports (Special Education and NCLB)

Continue to address the twelve areas of non-compliance from CIMP.

Below the state average in mastery for both reading and math as measured by the WESTEST.

Highly Qualified Personnel Report

Seven of our twenty-five schools have one or more teachers who were not listed as highly qualified. In many cases, this reflected an issue with special education and our alternative learning certifications. We have reviewed this data and are working towards attaining 100% highly qualified status in all of our schools.

Digital Divide Report (Technology)

Digital divide report reflects an decrease in Windows 95 computers and an increase in the number of data projectors and Windows XP computers in schools across the county. County will continue to work on the goal of providing a data projector in every classroom and all computers at Windows XP and above.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Increase the level of student achievement

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1.01. There will be an annual increase in the reading/language arts achievement levels of elementary low SES students	1.01. Reading/SES/elementary	64.40	78.93
1.2	1.02. There will be an annual increase in the reading/language arts achievement levels of middle school low SES students	1.02. Reading/SES/middle	65.70	79.78
1.3	1.03. There will be an annual increase in the reading/language arts achievement levels of high school low SES students	1.03. Reading/SES/HS	69.00	82.23
1.4	1.04. There will be an annual increase in the reading/language arts achievement levels of elementary students with disabilities	1.04. Reading/SpEd/elementary	32.90	60.36
1.5	1.05. There will be an annual increase in the reading/language arts achievement levels of middle school students with disabilities	1.05. Reading/SpEd/middle	39.00	63.97
1.6	1.06. There will be an annual increase in the reading/language arts achievement levels of high school students with disabilities	1.06. Reading/SpEd/HS	29.20	58.19
1.7	1.07. There will be an annual increase in the math achievement levels of elementary low SES students	1.07. Math/SES/elem.	58.00	75.14
1.8	1.08. There will be an annual increase in the math achievement levels of middle school low SES students	1.08. Math/SES/middle	63.20	78.27
1.9	1.09. There will be an annual increase in the math achievement levels of high school low SES students	1.09. Math/SES/HS	60.80	76.86
1.10	1.10. There will be an annual increase in the math achievement levels of elementary students with disabilities	1.10. Math/SpEd/elem.	33.90	60.97
1.11	1.11. There will be an annual increase in the math achievement levels of middle school students with disabilities .	1.11. Math/SpEd/middle	37.00	62.79
1.12	1.12. There will be an annual increase in the math achievement levels of high school students with disabilities	1.12. Math/SpEd/HS	23.10	54.60
1.13	1.13. There will be an annual increase in the percentage of all fourth grade students scoring at or above mastery.	1.13. Writing/Fourth grade	82.00	87.00
1.14	1.14. There will be an annual increase in the percentage of all seventh grade students scoring at or above mastery.	1.14. Writing/Seventh grade	74.00	89.00
1.15	1.15. There will be an annual increase in the percentage of all tenth grade students scoring at or above mastery.	1.15. Writing/Tenth grade	88.00	93.00

Goal 2: To increase the opportunities for all students to complete a relevant, rigorous curriculum.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	There will be an annual increase in the percentage of students enrolled in advanced courses.	AP Enrollment	43.00	48.00
2.2	There will be annual increase in the percentage of students scoring above the state average on the ACT.	ACT Participation	58.60	63.00
2.3	To increase the number of CTE programs in Monongalia County in which at least 53% of students tested in each concentration score 74% or better on the End-of-Course Technical Skills test.	End-of-Course Testing	6.80	0.00

Goal 3: To increase the percentage of LEP students making progress in learning English and attaining English proficiency.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	There will be an annual increase in the percentage of students learning English at	LEP Proficiency	75.00	80.00

	Levels 1 and 2 who advance to the next level within one year.			
3.2	There will be an annual increase in the percentage of students learning English at Levels 3 and 4 who advance to the next level within two years.	LEP Proficiency	71.00	75.00
3.3	There will be an annual increase in the percentage of students attaining English proficiency.	LEP Proficiency	15.00	25.00

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

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To provide students who violate Monongalia County's Alcohol and Controlled Substance Abuse Policy increased knowledge of refusal skills	SAFE	0.00	100.00
4.2	To decrease the number of disciplinary violations reported annually in the categories of disrespectful, inappropriate, and/or aggressive behaviors	Violence Prevention	0.00	1000.00
4.3	To increase the percentage of high school students participating annually in research-based programming designed to reduce youth alcohol abuse	High School Alcohol Prevention	0.00	100.00
4.4	To revise / update safe school plans at 100% of Monongalia County Schools.	Safe School Planning	0.00	100.00
4.5	Increase knowledge and skills of professional personnel necessary to decrease student substance use and to prevent violence	SDFS Professional Development	0.00	0.00

Goal 5: Enhance student learning by facilitating technology integration and supporting a technology infrastructure that provides the opportunity for all stakeholders to access 21st century tools

	Objective	Objective Short Name	Baseline	5-year Target
5.1	5.01. Ensure that all schools have a state of the art infrastructure, hardware, software and professional development	5.1. Technology	0.00	100.00

Goal 1: Increase the level of student achievement

Objective 1.1 1.01. There will be an annual increase in the reading/language arts achievement levels of elementary low SES students

As measured by:
WESTEST

Baseline Data 64.40

Targets		Actual	
2005-2006	67.96	**2005-2006**	66.50
2006-2007	71.16	**2006-2007**	65.60
2007-2008	74.04	**2007-2008**	N/A
2008-2009	76.63	**2008-2009**	N/A
2009-2010	78.93	**2009-2010**	N/A

Objective 1.2 1.02. There will be an annual increase in the reading/language arts achievement levels of middle school low SES students

As measured by:
WESTEST

Baseline Data 65.70

Targets		Actual	
2005-2006	69.13	**2005-2006**	66.10
2006-2007	72.21	**2006-2007**	68.80
2007-2008	74.98	**2007-2008**	N/A
2008-2009	77.48	**2008-2009**	N/A
2009-2010	79.78	**2009-2010**	N/A

Objective 1.3 1.03. There will be an annual increase in the reading/language arts achievement levels of high school low SES students

As measured by:
WESTEST

Baseline Data 69.00

Targets		Actual	
2005-2006	72.91	**2005-2006**	67.30
2006-2007	75.61	**2006-2007**	62.20
2007-2008	78.04	**2007-2008**	N/A
2008-2009	80.23	**2008-2009**	N/A
2009-2010	82.23	**2009-2010**	N/A

Objective 1.4 1.04. There will be an annual increase in the reading/language arts achievement levels of elementary students with disabilities

As measured by:
WESTEST

Baseline Data 32.90

Targets		Actual	
2005-2006	39.61	**2005-2006**	33.70
2006-2007	45.64	**2006-2007**	35.10
2007-2008	51.07	**2007-2008**	N/A
2008-2009	55.96	**2008-2009**	N/A
2009-2010	60.36	**2009-2010**	N/A

Objective 1.5 1.05. There will be an annual increase in the reading/language arts achievement levels of middle school students with disabilities

As measured by:
WESTEST

Baseline Data 39.00

Targets		Actual	
2005-2006	45.10	**2005-2006**	37.20
2006-2007	50.59	**2006-2007**	37.20
2007-2008	55.53	**2007-2008**	N/A
2008-2009	59.97	**2008-2009**	N/A
2009-2010	63.97	**2009-2010**	N/A

Objective 1.6 1.06. There will be an annual increase in the reading/language arts achievement levels of high school students with disabilities

As measured by:
WESTEST

Baseline Data 29.20

Targets		Actual	
2005-2006	36.28	**2005-2006**	33.90
2006-2007	42.65	**2006-2007**	21.20
2007-2008	48.38	**2007-2008**	N/A
2008-2009	53.54	**2008-2009**	N/A
2009-2010	58.19	**2009-2010**	N/A

Objective 1.7 1.07. There will be an annual increase in the math achievement levels of elementary low SES students

As measured by:
WESTEST

Baseline Data 58.00

Targets		Actual	
2005-2006	62.20	**2005-2006**	62.00
2006-2007	65.98	**2006-2007**	59.90
2007-2008	69.38	**2007-2008**	N/A
2008-2009	72.38	**2008-2009**	N/A
2009-2010	75.14	**2009-2010**	N/A

Objective 1.8 1.08. There will be an annual increase in the math achievement levels of middle school low SES students

As measured by:
WESTEST

Baseline Data 63.20

Targets		Actual	
2005-2006	66.88	**2005-2006**	59.80
2006-2007	70.19	**2006-2007**	65.20
2007-2008	73.17	**2007-2008**	N/A
2008-2009	75.85	**2008-2009**	N/A
2009-2010	78.27	**2009-2010**	N/A

Objective 1.9 1.09. There will be an annual increase in the math achievement levels of high school low SES students

As measured by:
WESTEST

Baseline Data 60.80

Targets		Actual	
2005-2006	64.72	**2005-2006**	60.30
2006-2007	68.25	**2006-2007**	59.00
2007-2008	71.43	**2007-2008**	N/A
2008-2009	74.29	**2008-2009**	N/A
2009-2010	76.86	**2009-2010**	N/A

Objective 1.10 1.10. There will be an annual increase in the math achievement levels of elementary students with disabilities

As measured by:
WESTEST

Baseline Data 33.90

Targets		Actual	
2005-2006	40.51	**2005-2006**	41.90
2006-2007	46.46	**2006-2007**	42.70
2007-2008	51.81	**2007-2008**	N/A
2008-2009	56.63	**2008-2009**	N/A
2009-2010	60.97	**2009-2010**	N/A

Objective 1.11 1.11. There will be an annual increase in the math achievement levels of middle school students with disabilities .

As measured by:
WESTEST

Baseline Data 37.00

Targets		Actual	
2005-2006	43.30	**2005-2006**	33.80
2006-2007	48.97	**2006-2007**	35.30
2007-2008	54.07	**2007-2008**	N/A
2008-2009	58.66	**2008-2009**	N/A
2009-2010	62.79	**2009-2010**	N/A

Objective 1.12 1.12. There will be an annual increase in the math achievement levels of high school students with disabilities

As measured by:
WESTEST

Baseline Data 23.10

Targets		Actual	
2005-2006	30.79	**2005-2006**	27.70
2006-2007	37.71	**2006-2007**	17.00
2007-2008	43.94	**2007-2008**	N/A
2008-2009	49.55	**2008-2009**	N/A
2009-2010	54.60	**2009-2010**	N/A

Objective 1.13 1.13. There will be an annual increase in the percentage of all fourth grade students scoring at or above mastery.

As measured by:
Writing assessment

Baseline Data 82.00

Targets	Actual

2005-2006	83.00	**2005-2006**	79.00
2006-2007	84.00	**2006-2007**	72.00
2007-2008	85.00	**2007-2008**	N/A
2008-2009	86.00	**2008-2009**	N/A
2009-2010	87.00	**2009-2010**	N/A

Objective 1.14 1.14. There will be an annual increase in the percentage of all seventh grade students scoring at or above mastery.

As measured by:

Baseline Data 74.00

Targets		**Actual**	
2005-2006	77.00	**2005-2006**	77.00
2006-2007	80.00	**2006-2007**	80.70
2007-2008	83.00	**2007-2008**	N/A
2008-2009	86.00	**2008-2009**	N/A
2009-2010	89.00	**2009-2010**	N/A

Objective 1.15 1.15. There will be an annual increase in the percentage of all tenth grade students scoring at or above mastery.

As measured by:

Baseline Data 88.00

Targets		**Actual**	
2005-2006	89.00	**2005-2006**	83.00
2006-2007	90.00	**2006-2007**	88.30
2007-2008	91.00	**2007-2008**	N/A
2008-2009	92.00	**2008-2009**	N/A
2009-2010	93.00	**2009-2010**	N/A

Goal 2: To increase the opportunities for all students to complete a relevant, rigorous curriculum.

Objective 2.1 There will be an annual increase in the percentage of students enrolled in advanced courses.

As measured by:
Students taking AP, Honors, and College Courses (unduplicated) WVP278R/Second Month report for grades 9-12

Baseline Data 43.00

Targets		Actual	
2005-2006	44.00	**2005-2006**	42.60
2006-2007	45.00	**2006-2007**	42.00
2007-2008	46.00	**2007-2008**	N/A
2008-2009	47.00	**2008-2009**	N/A
2009-2010	48.00	**2009-2010**	N/A

Objective 2.2 There will be annual increase in the percentage of students scoring above the state average on the ACT.

As measured by:
ACT (Composite)

Baseline Data 58.60

Targets		Actual	
2005-2006	59.00	**2005-2006**	58.40
2006-2007	60.00	**2006-2007**	58.46
2007-2008	61.00	**2007-2008**	N/A
2008-2009	62.00	**2008-2009**	N/A
2009-2010	63.00	**2009-2010**	N/A

Objective 2.3 To increase the number of CTE programs in Monongalia County in which at least 53% of students tested in each concentration score 74% or better on the End-of-Course Technical Skills test.

As measured by:
End-of-Course Data reports

Baseline Data 6.80

Targets		Actual	
2005-2006	7.00	**2005-2006**	14.00
2006-2007	15.00	**2006-2007**	0.00
2007-2008	0.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Goal 3: To increase the percentage of LEP students making progress in learning English and attaining English proficiency.

Objective 3.1 There will be an annual increase in the percentage of students learning English at Levels 1 and 2 who advance to the next level within one year.

As measured by:
WESTELL & WESTEST

Baseline Data 75.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	83.00
2006-2007	77.00	**2006-2007**	0.00
2007-2008	78.00	**2007-2008**	N/A
2008-2009	79.00	**2008-2009**	N/A
2009-2010	80.00	**2009-2010**	N/A

Objective 3.2 There will be an annual increase in the percentage of students learning English at Levels 3 and 4 who advance to the next level within two years.

As measured by:
WESTELL & WESTEST

Baseline Data 71.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	71.00
2006-2007	72.00	**2006-2007**	0.00
2007-2008	73.00	**2007-2008**	N/A
2008-2009	74.00	**2008-2009**	N/A
2009-2010	75.00	**2009-2010**	N/A

Objective 3.3 There will be an annual increase in the percentage of students attaining English proficiency.

As measured by:
WESTELL & WESTEST

Baseline Data 15.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	24.80
2006-2007	19.00	**2006-2007**	0.00
2007-2008	21.00	**2007-2008**	N/A
2008-2009	23.00	**2008-2009**	N/A
2009-2010	25.00	**2009-2010**	N/A

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

Objective 4.1 To provide students who violate Monongalia County's Alcohol and Controlled Substance Abuse Policy increased knowledge of refusal skills

As measured by:
pre- and post- testing

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	50.00	**2006-2007**	0.00
2007-2008	75.00	**2007-2008**	N/A
2008-2009	90.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 4.2 To decrease the number of disciplinary violations reported annually in the categories of disrespectful, inappropriate, and/or aggressive behaviors

As measured by:
WVEIS Disciplinary Summaries

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	1477.00
2006-2007	1400.00	**2006-2007**	1595.00
2007-2008	1300.00	**2007-2008**	N/A
2008-2009	1200.00	**2008-2009**	N/A
2009-2010	1000.00	**2009-2010**	N/A

Objective 4.3 To increase the percentage of high school students participating annually in research-based programming designed to reduce youth alcohol abuse

As measured by:
teacher and principal reports

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	25.00
2006-2007	50.00	**2006-2007**	0.25
2007-2008	65.00	**2007-2008**	N/A
2008-2009	85.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 4.4 To revise / update safe school plans at 100% of Monongalia County Schools.

As measured by:
Safe Schools Plans submitted for county review

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	30.00	**2006-2007**	0.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 4.5 Increase knowledge and skills of professional personnel necessary to decrease student substance use and to prevent violence

As measured by:
Participant self-reports submitted on SDFS Travel Evaluation Forms in conjunction with Travel Expense Account Settlement Forms

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	100.00	**2006-2007**	0.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Goal 5: Enhance student learning by facilitating technology integration and supporting a technology infrastructure that provides the opportunity for all stakeholders to access 21st century tools

Objective 5.1 5.01. Ensure that all schools have a state of the art infrastructure, hardware, software and professional development

As measured by:
Digital Divide Survey - measuring the number of Windows XP computers in schools.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.58
2006-2007	0.65	**2006-2007**	0.69
2007-2008	0.75	**2007-2008**	N/A
2008-2009	0.85	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Differentiated Instruction	Differentiated instruction is more than a collection of strategies; it is a way of thinking about teaching and learning that can transform classrooms into personalized and responsive learning environments for all students. Differentiated instruction is a researched-based approach that is rooted in educational theory. In differentiated instruction, the teacher's response to students is guided by the principles of respectful tasks, flexible grouping, ongoing assessment of student learning, and adjustment of instruction based on the assessment. An effective differentiated model is organized around modification of three areas: the content, the process, and the product. These three areas are modified to students' readiness, interests, and learning profiles. In differentiated instruction, the teacher and student are collaborators in learning, and instruction is focused on the learner's needs. In a five-year study cited by C. Brighton, et al., 2002, when teachers differentiated instruction, students achieved at higher levels. A three-year study of test results from students in a high school where teachers are applying principles of differentiation they have learned show positive achievement gains (Strickland and Tomlinso) Monongalia County facilitates differentiated instruction through the support of the Coaching Cadre, extensive professional development at both the school and district levels, district-wide implementation of assessments to guide differentiation, funding for supplemental materials and integrated technology, and through technical support for schools. LEP COMPLIANCE (2007-2008) Due to the increase of students from multiple cultures in classrooms, it is vital to address variations in student readiness for acedemic tasks. Differentiated Instruction (DI) is a means of meeting the learning needs of such a diverse population by providing the opportunity for target teaching and learning of tasks. An important goal of DI is making certain that each child is moderately challenged most of the time, while making the student feel comfortable when taking a risk. Teachers and students collaborate in flexible group setting in order for the students to become empowered and move toward being independent learners. "Responding to the Needs of All Learners" by Carol Ann Tomlinson
Balanced Assessment System	If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, Summative versus Formative Assessment, Teaching and Learning Technologies, TIP) Monongalia County will facilitate the implementation of uniform formative assessments in reading, writing, and math to guide instruction and frequently monitor student progress.
Integration of 21st Century Learning	
21st Century Learning Skills	
Understanding the Need to Develop 21st Century Graduates	
Strategies that Develop Students having 21st Century Learning Skills	
District Leadership to Create Learning Centered Schools	
21st Century Content	
Other Strategy Co- teaching	According to Dr. Wendy Murawski, of California State University, Northridge, co teaching is an educational practice that is increasingly observed at the secondary level as a potential method of addressing the inclusive movement. Co teaching provides a vehicle for collaboration between general and special education instructors. This practice initially emerged from the field of general education and is built upon the premise that co teaching provides benefits to general and special education alike. Murawski defines co teaching as "two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space". According to the National Center for Restructuring and Inclusion (1995) co teaching is the most common service delivery model for teaching students with disabilities in the general education classroom. Paramount for the success of the co teaching model is a rigorous definition of the support needed for the roles of both teachers. Experts in the area of co teaching emphasize the need for parity between educators, for heterogeneous groups of students and for the use of a variety of instructional models. Cole and McLeskey (1997) identified major issues that often impact the success of collaborative education, particularly at the secondary level. These issues included 1) an emphasis on a wide range of complex curricular material, 2) a lack of academic skills and learning strategies by students with disabilities, 3) teachers prepared as content specialists with little knowledge regarding adaptations for students with disabilities, 4) an increased pressure for accountability – usually in the form of standardized proficiency testing and 5) increased autonomy among teachers at the secondary level. But, practical strategies and suggestions can make co teaching a successful delivery option at all levels.
Other Strategy Integration of Writing to Inform and Reading to Learn	"Writing today is not a frill for the few, but an essential skill for the many," says The National Commission on Writing in America's Schools and Colleges. With this statement, it is imperative that writing instruction begin in the early grades and continue to be taught throughout each student's educational career. This can be accomplished by implementing recommendations from The National Commission on Writing in America's Schools and Colleges which include the following: state and local education agencies work with writing specialists to develop strategies for increasing the amount of time students spend writing in the classroom and beyond; implement such strategies as writing across the curriculum; and encourage state and local education agencies to provide comprehensive professional development for all teachers to help improve classroom practices in writing instruction.
Other Strategy Integration of technology	West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program 1999. What impact does technology have on learning? by Dale Mann, Ph.D., Charol Shakeshaft, Ph.D., Jonathan Becker, J.D., Robert Kottkamp, Ph.D. This is the fundamental question driving the research efforts of the Milken Exchange. West Virginia's technology program – nearly a decade old – provides a good case study of a solid technology program and the impact it has on standardized test scores. In 1990, the state of West Virginia implemented its Basic Skills/Computer Education program. This study – a collaborative investigation by the West Virginia Department of Education, the Milken Exchange on Education Technology, and Interactive Incorporated – found that the program has had a measurable positive impact on learning. West Virginia has seen across-the-board increases in statewide assessment scores in all basic skill areas, and students' NAEP (National Assessment of Educational Progress) scores have risen. The study also attributes eleven percent of West Virginia's increase in mathematics and language arts scores to the computer interventions. This 51-page

	report released in 1999 is a collaboration of the West Virginia Department of Education and the Milken Exchange on Education Technology.
Other Strategy Standards based Math	High performing school systems are dedicated to all students achieving high levels of mathematics proficiency. This is based on the realization that students need to be both literate and numerate in order to advance to higher levels of academic achievement. Certainly, most upper level courses necessary to access post-secondary education cannot be successfully completed without a strong foundation in both these areas. Assuring the goal of numeracy for all requires changes in expectations, changes in attitudes toward students' mathematics abilities, changes in school structures such as scheduling and teacher support, and significant changes in traditional instructional methodology. Although high performing school systems have unique methodologies for improving student numeracy based on district size and resources, they also share several common approaches. Listed below are short descriptions of these common approaches. High performing school systems: (a) Take steps to dispel the notion that high levels of mathematics skill are attainable by only high achieving students. Based on current research on instructional strategies, it is clear that previous limited achievement in mathematics derives more from the strategies used to teach it rather than the innate inability of some to learn. High performing school systems use a variety of communication strategies to convey the concept of "math proficiency for all" to staff, parents and the community. (b) Establish the expectation that mathematics proficiency must be achieved by ALL students.. These school systems operationalize this expectation by setting clear benchmarks that monitor results and assure that expectations are realized each year the student is in school. (c) Clearly define the broad programmatic role of elementary, middle, and high schools in developing mathematics proficiency. For example, high performing systems establish broad measurable goals such as the following: Elementary. – Mastery of basic mathematic computation and processing skills by the end of grade five. Middle – Transition to higher level mathematics and introduction to basic foundations of Algebraic concepts by grade eight, and High School – Completion of at least four rigorous mathematics courses aligned with post-secondary education and career plans by the end of grade twelve. (d) Identify the research-based instructional strategies that are to be used consistently and pervasively in all mathematics classrooms. For decades, the "math wars" over how math should be taught has led to inconsistent approaches to instruction in math. High performing systems clarify the approaches that are to be used throughout the system. (e) Expect that schools give priority to mathematics when allocating instructional time and establishing schedules and staffing patterns. High performing systems assure that expanded uninterrupted daily instruction occurs in mathematics through middle school and that concepts such as "double blocking" are used as needed during high school. Furthermore, collaborative planning and staffing patterns that combine services of special education, Title I and regular education are used to meet student needs. (f) Sustain and embed professional development and other teacher support systems designed to enhance standards-based mathematics curriculum and instruction. High performing systems establish clear plans for systemic change to achieve the desired achievement results. Included are such things as numeracy coaches, peer coaching with feedback, study groups, collaborative planning, sustained professional development and other system-wide support systems.

Technology Plan

Submitted by - rbm56001 2007-09-17 16:07:05.0

E-rate Year 2008-2009

Federal Compliances

Federal/State Compliances listed below must be addressed in the county/school plan.

Technology -01 – USING TECHNOLOGY EQUIPMENT/INFRASTRUCTURE FOR EQUITABLE ACCESS TO 21ST CENTURY TECHNOLOGY TOOLS

List one or more activity/strategy that describes how the county/school will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills The action steps should ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools.

Technology 02 - TECHNOLOGY INTEGRATION FOR 21st CENTURY SKILLS/STUDENT ACHIEVEMENT

List one or more activity/strategy that focuses on using technology to improve achievement of all students with special emphasis on high need and high poverty students. The strategies/action steps should include how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems.

Technology 03- PROVIDING COLLABORATION/COMMUNICATION TOOLS (TELECOMMUNICATIONS NETWORK/EMAIL)

List one or more activity/strategy that describes how the county/school will ensure that the use of telecommunications and internal connections in the schools will enhance student learning. The action steps/strategies should ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Technology 04- INCREASED ACCESS FOR STUDENTS AND TEACHERS TO 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the county/school will provide increased access to technology for students and teachers. .

Technology 05 – DELIVERY OF 21ST CENTURY CONTENT THROUGH DISTANCE LEARNING

List one or more activity/strategy that describes how the county/school will use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Technology 06- 21ST CENTURY PARENT/COMMUNITY/PARTNERSHIP COLLABORATION

Include strategies for promoting collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

Include professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology. Include strategy(ies) (e.g., technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction.

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology Needs Assessment

Digital divide report reflects an decrease in Windows 95 computers and an increase in the number of data projectors and Windows XP computers in schools across the county. County will continue to work on the goal of providing a data projector in every classroom and all computers at Windows XP and above.

Action Steps

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

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Plan Section Special Education

Associated Goals/Objectives None,1.04. Reading/SpEd/elementary ,1.05. Reading/SpEd/middle ,1.06. Reading/SpEd/HS ,1.10. Math/SpEd/elem. ,1.11. Math/SpEd/middle ,1.12. Math/SpEd/HS ,5.1. Technology

Associated High Yield Strategies None

Action Step SPECIAL EDUCATION: To purchase materials, supplies, and equipment required for the provision of FAPE for students with disabilities (and or exceptionalities as appropriate)

01 - Purchase supplies and materials for the County PERC program. SpecEd School Age $ 2,500.00

02 - Purchase "child find" screening equipment (audio meters, visual screening equipment, etc.). SpecEd Pre-School $ 3,000.00

03 - Purchase technology equipment and programs (computers, printers, augmentative communication devices, VI screen, whiteboards, projectors, hand-helds, etc.). SpecEd School Age $ 25,681.29 SpecEd State Funds $ 8,000.00

04 - Purchase classroom furniture, including adaptive. SpecEd School Age $ 20,000.00

05 - Purchase computer software program for writing IEPs. SpecEd School Age $ 7,000.00 SpecEd State Funds $ 3,000.00

06 - Purchase supplies, paper, and suppplemental materials to implement IEPs and classroom needs. SpecEd School Age $ 110,000.00 SpecEd State Funds $ 7,000.00

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

Purpose	Persons Responsible	Target Audience
To provide materials, supplies, and equipment to implement IEPs and to provide for an appropriate learning environment.	Director of Student Services	Special Education Students, ages 3-21.

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

Federal Compliance Monies $ 186,181.29

SpecEd School Age-$ 165,181.29 SpecEd Pre-School-$ 3,000.00 SpecEd State Funds-$ 18,000.00

Plan Section 21st Century Tools

Associated Goals/Objectives 5.1. Technology

Associated High Yield Strategies Integration of technology

Action Step 21C TOOL01(Infrastructure)-Provide adequate infrastructure at each site to including internet access (both wired and wireless implementations), cabling, electronics, software utilities, hardware, etc. for web based instruction, web hosting, online classes, interactive video conferencing

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

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

Persons Responsible County Administrative Staff

Target Audience All stakeholders

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

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

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Plan Section Title I

Associated Goals/Objectives 1.01. Reading/SES/elementary ,1.02. Reading/SES/middle ,1.03. Reading/SES/HS ,1.04. Reading/SpEd/elementary ,1.05. Reading/SpEd/middle ,1.06. Reading/SpEd/HS ,1.07. Math/SES/elem. ,1.08. Math/SES/middle ,1.09. Math/SES/HS ,1.10. Math/SpEd/elem. ,1.11. Math/SpEd/middle ,1.12. Math/SpEd/HS ,5.1. Technology

Associated High Yield Strategies None,Differentiated Instruction ,Co- teaching ,Integration of Writing to Inform and Reading to Learn ,Integration of technology ,Standards based Math

Action Step TITLE I:The LEA will assist low achieving schools in need of improvement.

01 - Notify schools identified for improvement of the sanctions(s) applicable to the school's identification.

02 - Attend Mountain State Institute to build capacity for schools to provide effective interventions in areas of greatest instructional need.

03 - Support a Coaching Model at each Title I school to embed professional development.

04 - Implement the WV K-3 Reading Model in each school in the county.

04 - Continue to expand implementation of DIBELS and ETS formative assessment in all schools to identify and instruct at-risk students.

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

Purpose Assist schools in identifying and implementing research based professional development and instructional strategies proven effective in addressing instructional issues that caused the school to be identified for improvement §1116(b)(1)(E)(ii)

Persons Responsible Title I Staff and LEA Staff

Target Audience Schools identified for improvement

Intended Impact on Audience Increased student achievement

Professional Development Action Step Research ,Coaching ,Study Group ,Trainer Led

Federal Compliances Title I 02. NCLB Improvement, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section 21st Century Tools

Associated Goals/Objectives 1.03. Reading/SES/HS ,1.06. Reading/SpEd/HS ,1.09. Math/SES/HS ,1.12. Math/SpEd/HS ,5.1. Technology

Associated High Yield Strategies Integration of technology

Action Step 21C TOOL02 (Student Achievement)- Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

TE01 - Integrate critical thinking and 21st Century skills into instruction at all grade levels through student use of 21st Century tools such as but not limited to authoritative electronic resources databases, encyclopedias for student research, media center automation, WebQuests, wikis, blogs, podcasts, interactive whiteboards, and other Intel professional development

TE02 - Implement software in reading and math to differentiate instruction in each high school

TE03 - Implement Tech Steps in all elementary and middle schools to ensure technology proficiency that is aligned and embedded in content instruction

TE04 - Implement the use of Ed Class curriculum modules and SAS as digital resources to enhance instruction

Projected Begin Date July 1, 2007
Projected End Date June 30, 2010
Actual Begin Date July 1, 2007
Actual End Date June 30, 2008
Purpose To improve the use of 21st century tools and resources to improve student achievement.
Persons Responsible High School teachers
Target Audience Students
Professional Development Coaching ,Study Group ,Trainer Led
Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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

Plan Section 21st Century Tools

Associated Goals/Objectives None,5.1. Technology **Associated High Yield Strategies** Integration of technology

Action Step 21C TOOL03 (Telecommunications Network)- Ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

TE01 - Teachers will enhance student engagement in learning through the integration of 21st Century electronic learning tools such as but not limited to basic skill software, EdClass, Tech Steps, test preparation software, United Streaming/DiscoveryHealth, Reading Counts, Thinkfinity, GeoSketch Pad, electronic textbooks and materials, Bridges/eChoice, SAS,and other constructivist learning tools.

TE02 - Provide adequate telephone service in all facilities and cellular telephone service, Internet access to school adminstrators for improved safety and enhanced communication between the home, county office, school and community.

TE03 - Continue to work toward a network and increased bandwith infrastructure to implement the integration of centralized management of web based deliverable content (example: county-wide library automation, curricular software for anytime, anywhere access)

TE04 - Provide an adequate infrastructure for all teachers to have adequate web space to provide information to parents and students to improve student achievement

Projected Begin Date July 10, 2007
Projected End Date June 30, 2010
Actual Begin Date July 10, 2007
Actual End Date June 30, 2008
Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.
Persons Responsible County AdministrativeStaff
Target Audience Students
Professional Development Coaching ,Study Group ,Trainer Led
Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

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

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Plan Section 21st Century Tools

Associated Goals/Objectives 5.1. Technology **Associated High Yield Strategies** Integration of technology

Action Step 21C TOOL04 (Increased Access)-Continue to work toward the implementation of the county ratio of one on one instructional workstation (including PDA's and other devices) for every student, teacher and principal, adding presentation stations for instructional classrooms, updating of workstations within each site as per school technology plans

TE1 - Using Tools for Schools funding, TI funding and local share, implement presentation stations (e.g.,white boards/projectors) in schools per school technology plans

Projected Begin Date July 1, 2007
Projected End Date June 30, 2010
Actual Begin Date July 1, 2007
Actual End Date June 30, 2008
Purpose To attain a higher level of proficiency for all students
Persons Responsible County AdministrativeStaff
Target Audience Students/teachers/principals
Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

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

Plan Section 21st Century Tools

Associated Goals/Objectives 5.1. Technology **Associated High Yield Strategies** Integration of technology

Action Step 21C TOOL05 Innovative Strategies/Distance Learning: Provide student learning opportunities through online courses and interactive video conferencing, including a focus on delivering rigorous, quality curriculum through alternate delivery model

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

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

Persons Responsible

Target Audience Students

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

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

Plan Section 21st Century Tools

Associated Goals/Objectives 5.1. Technology **Associated High Yield Strategies** None

Action Step 21C TOOL06 (Stakeholder Involvement)- Increase student achievement through electonic communications between school and home through the use of electronic grade program and web publication (GQ/EdLine, school web pages, e-mail)

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

Purpose To attain a higher level of proficiency for all students and to improve communication and collaboration among stakeholders

Persons Responsible County adminstrative staff

Target Audience Students/Parents/Commmunity/Teachers/Administrative staff

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section Special Education

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

Action Step SPECIAL EDUCATION: To provide professional development activities relevant to the education of students with disabilities (and/or exceptionalities, as appropriate)

01 - Contract with professionals to provide staff development for elementary and middle school Special Education teachers in how a child learns to read successfully and connecting reading diagnostic information, and to support teachers with classroom observation and assistance. SpecEd School Age $ 3,000.00

02 - Provide substitutes, stipends, and travel reimbursements for teachers to attend staff development, exceptionality conferences, and workshops: creative curriculum, phonemic awareness, assistive technology, reading, assessments, TEACCH, and PECS. SpecEd School Age $ 30,000.00 SpecEd Pre-School $ 1,000.00 SpecEd State Funds $ 2,200.00

03 - Provide stipends and substitutes for Special Education designees. SpecEd School Age $ 15,000.00

04 - Provide stipends for Special Education teachers and staff for back-to-school staff development meeting. SpecEd School Age $ 22,000.00

05 - Contract with professionals to provide staff development for Special Education teachers in TEACCH, PECS, assessments, reading, and math. SpecEd School Age $ 30,000.00

06 - Provide travel, registration, and expenses, for additional training for County CPI trainers. SpecEd School Age $ 5,000.00

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

Purpose	Persons Responsible	Target Audience
To establish high quality teachers to facilitate student achievement.	Director of Student Services	Special Education personnel for students ages 3-21.

Professional Development	Federal Compliances	Federal Compliance Monies
Coaching ,Trainer Led	04. Professional Development, Technology 07-Professional Development for 21st Century Instruction	$ 108,200.00

SpecEd School Age-$ 105,000.00 SpecEd Pre-School-$ 1,000.00 SpecEd State Funds-$ 2,200.00

Plan Section SDFS

Associated Goals/Objectives 5.1. Technology

Associated High Yield Strategies 21st Century Content ,21st Century Learning Skills ,Integration of 21st Century Learning ,Understanding the Need to Develop 21st Century Graduates ,Strategies that Develop Students having 21st Century Learning Skills ,District Leadership to Create Learning Centered Schools ,Integration of technology ,Standards based Math

Action Step -COUNTY STRATEGIC PLAN-21ST CENTURY SKILLS AND CONTENT-Provide professional development for teachers and principals to implement the county's focus on co-teaching and incorporating 21st century skills and content

1 - Sixteen teachers and one administrator attended the WVDE Teacher Leadership Institute in August

2 - The Teacher Leadership Institute will work with the Monongalia County Professional Development Council to plan year long PD sessions

3 - Summer 2008 the county will select a second group of Institute participants to work with the first group to extend the Professional learning Community

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

Purpose	Persons Responsible	Target Audience
To education professional staff about 21st century skills and content and the relationship to the delivered curriculum	21st Century Teacher Leadership Institute Participants	Teachers

Professional Development	Federal Compliances
Coaching ,Learning Community ,Study Group ,Trainer Led ,Web Based	Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

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Plan Section SDFS

Associated Goals/Objectives 5.1. Technology

Associated High Yield Strategies Integration of technology

Action Step 21C TOOL07 (Professional Development): Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

TE01 - Maintain a training cadre to create a community of learners by offering workshops and graduate courses on existing and new technology resources to be delivered as site based, during the summer, ISE days, online, after school, etc.

TE02 - Support embedded professional development with the implementation and continuation of Technology Integration Specialist/ Coaches until all schools have adequate support

TE03 - Provide professional development for the use of SAT and ACT preparation software for each high school

TE04 - Encourage Intel professional development for administrators, teachers, and central office staff

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

Purpose	Persons Responsible	Target Audience
Provide embedded, on-site, sustained staff development for 21st century instruction	County AdministrativeStaff	Teachers/students

Professional	Federal Compliances
	Technology 07-

Development Coaching ,Study Group ,Trainer Led

Professional Development for 21st Century Instruction

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section 21st Century Tools

Associated Goals/Objectives 5.1. Technology

Associated High Yield Strategies Integration of technology

Action Step 21C TOOL08 (Maintenance)-Ensure the opportunity for all students and teachers to access 21st century learning tools through developing, supporting, maintaining the technology infrastructure in all facilities

TE01 - Maintain technical support positions to ensure the opportunity for all stakeholders to access 21st Century learning tools including but not limited to video conferencing, technology based learning, and video surveillance through developing, implementing, supporting, and maintaining a state-of-the-art infrastructure, hardware, programming, and technical support in all facilities.

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

Purpose To improve student achievement

Persons Responsible County Administrative Staff

Target Audience Students

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

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Technology 09-Adult Literacy

Plan Section 21st Century Tools

Associated Goals/Objectives 5.1. Technology

Associated High Yield Strategies Integration of technology

Action Step 21C TOOL09 (Adult Literacy)-Provide access to technology beyond the school day to the entire learning community and staff including but not limited to adult literacy and application courses

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

Purpose Increase technology and adult literacy to all stakeholders in our community

Persons Responsible County Administrative Staff

Target Audience All stakeholders

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	48,120.00	32,240.40	15,879.60
		Data Lines	178,080.00	122,899.20	55,180.80
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	26,400.00	18,885.00	7,515.00
		Paging	0.00	0.00	0.00
		Voice	136,608.00	94,949.40	41,658.60
		WAN	163,260.00	109,960.80	53,299.20
		Web Hosting	28,120.08	18,840.45	9,279.63
		E-rate Totals	856,819.00	581,844.00	274,975.00

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

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	43,140.00		28,903.80	14,236.20
		Data Lines	187,560.00		128,846.40	58,713.60
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	429,540.00		287,792.35	141,748.47
		Internet Access	0.00		0.00	0.00
		Long Distance	27,000.00		19,317.00	7,683.00
		Paging	0.00		0.00	0.00
		Voice	144,828.00		100,402.20	44,425.80
		WAN	0.00		0.00	0.00
		Web Hosting	24,750.00		16,582.58	8,167.54
		E-rate Totals	856,818.00		581,844.33	274,974.61
TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00		0.00	0.00
		State Totals - TFS/Elementary	0.00		0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	26,100.00		17,748.00	8,352.00
		Data Lines	192,120.00		135,859.20	56,260.80
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	328,739.40		259,137.03	69,602.37
		Internet Access	0.00		0.00	0.00
		Long Distance	28,200.00		20,406.00	7,794.00
		Paging	0.00		0.00	0.00
		Voice	154,828.00		109,286.00	45,542.00
		WAN	0.00		0.00	0.00
		Web Hosting	24,624.00		16,498.08	8,125.92
		E-rate Totals	754,611.40		558,934.31	195,677.09
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	21,600.00		14,472.00	7,128.00
		Data Lines	204,096.00		143,317.53	60,778.47
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	259,450.88		207,560.70	51,890.18
		Internet Access	0.00		0.00	0.00
		Long Distance	28,200.00		20,202.00	7,998.00
		Paging	0.00		0.00	0.00
		Voice	145,040.00		101,725.60	43,314.40
		Web Hosting	25,920.00		17,366.40	8,553.60
		E-rate Totals	684,306.88		504,644.23	179,662.65
State Basic Skills E-rate Application	2005	Arnettsville ES	600.00	80	480.00	120.00
		Cass ES	600.00	80	480.00	120.00
		Cheat Lake ES	20,140.00	60	12,084.00	8,056.00
		Daybrook ES	600.00	80	480.00	120.00
		Easton ES	1,200.00	80	960.00	240.00

	Mason Dixon ES	31,933.50	70	22,353.45	9,580.05
	Riverside ES	600.00	80	480.00	120.00
	Waitman Barbe ES	600.00	80	480.00	120.00
	Westover ES	600.00	70	420.00	180.00
	State Totals - BS/CE	56,873.50		38,217.45	18,656.05
State SUCCESS E-rate Application 2005	Clay Batelle HS	33,888.80	70	23,722.16	10,166.64
	State Totals - SUCCESS	33,888.80		23,722.16	10,166.64

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? 08/25/2006

3. When was the public meeting held for CIPA Compliance? 08/14/2001

4. Provide the URL to your acceptable use policy.

boe.mono.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	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?	0	0	24
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0

16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

This year, Monongalia County will continue to utilize the services of the academic coaching cadre that will be responsible for the delivery of professional development to teachers and administrators. The members of the cadre will be Title II academic coaches, Title I reading/math coaches, Special Education coaches, Reading First Mentor teachers and Technology Integration Specialists. This professional development will include, but not be limited to, our five focus areas of differentiated instruction, standards based math, co teaching, formative assessment and writing across the curriculum. These academic coaches will be assigned to schools based on the severity of their needs.In addition to providing professional development opportunities, the coaches will demonstrate and model high-yield instructional strategies, appropriate grouping techniques, and classroom management strategies that promote student achievement.

Process Monitoring

The Academic Coaches Cadre will be responsible for the professional development component of the County Strategic Plan. This Cadre is comprised of academic coaches, technology integration specialists, Title I and II Coaches and Special Education Coaches. They will meet formally, with the curriculum and instruction central office staff, on a monthly basis to discuss the phases of implementation and receive their own professional development in areas of need. In addition to the Academic Coaches Cadre, the Curriculum and Instruction staff from the county office will be responsible for creating professional development opportunities for all professional staff members. This will include planning the Summer 2008 Project Enrich, a week long professional development session that provides additional opportunities for professionals to upgrade their classroom skills and strategies. Project Enrich will utilize the expertise of the Academic Coaches Cadre as well as outside consultants where appropriate.Projerct Enrich will focus on the five identified area that have become the county priorities. Additionally, the integration of 21st century tooks and skills will be an ongoing focus of Monongalia County in each of our schools. Monongalia County will continue to use DIBELS assessment in grades K & 1 using handheld technology. Classroom teachers, Title 1 and special educators were trained extensively to administer these tests. Teachers also received training in phonemic awareness. Results will be synced to the web and analyzed by coaches, coassroom teachers and administrators. County administrators will also have access to this data in order to monitor areas of concern and provide additional professional development where necessary. Additionally, Monongalia County will continue to use a formative assessment system in grades 2 through 10. These assessments are aligned to the Content Standards and Objectives and will provide data (3 times per year) that will be used to inform instructional practices. The academic coaches will be instrumental in working with teachers to help them interpret the assessment data and use that information to address specific student areas of weakness.

Evaluation Process

In this year's plan, the action steps were designed around the five focus areas that the county selected as priorities.These areas include standards based math, writing across the curriculum, differentiated instruction, the implementation of a co teaching model and formative assessment. As we review the DIBELS and formative assessment data, as well as next year's WESTEST data, we will be able to ascertain if the action steps have been successful in helping the county meet the stated goals, objectives and yearly targets.