FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

MONROE COUNTY SCHOOLS MONROE COUNTY BOARD OF EDUCATION OFFICE

WILLOW BEND RD.   P.O. BOX 330

UNION, WV 24983-0

Telephone: (304) 772-3094 **Fax:** (304) 772-5020

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Coordinator - Food Svc	Becky Yost
	Vocational Director/Tech Coord.	Paul Lovett
	Superintendent	Lyn Guy
	Assistant Superintendent	Christina Chambers
	Director of Federal Programs	Rebecca Allen
	Principal	Lisa Canterbury
	Principal	Beth Roe
	Principal	Christy Parker
	Assistant Principal	Susan Weikle
	Director of Business/Operations	Tim Berry
	Principal	Len Paranac
	Grants & Partnerships Manager	Judy Azulay
	Head Start Director	Jeana Comer Carr
Business & Community	Community Rep & Parent	Don Dransfield
	Monroe Health Center	Shannon Parker
Other	Board President	Ed Pell
	Board member	Bill Shiflet
	Board member	Paul Oliver
	Board member	Aaron Judy
	Board member	Keith Wickline
Parents	Parent Resource Coordinator	Laura Powell
	Mrs.	Holly Harvey
	Parent Resource Coor	Toby McMahan
	Mrs.	Betsy Conte
	Mrs.	Lori Higginbotham
	Mrs.	Ellen Hawks
	Mrs.	Michelle Via
	Parent /Newpaper Editor	Craig Mohler
Service Personnel	Maintenance	Wayne Martin
	Transportation	Quince Galford
Teachers	Mrs.	Sandra Humphries
	Mrs.	Erica Smith
	Mr.	Wayne Spanger
	Mrs.	Judy Wood
	Ms.	Kris Allen
	Mr.	David Johnson
	Mrs.	Tina Wickline
	Mrs.	Jean LawBottorf
	Mrs.	Linda Rodes
	Ms.	Rebecca Dillon
	Mrs.	Rhonda Nicewonder
Technology Committee	Mr.	Paul Lovett

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

In partnership with the community, Monroe County Schools will lift every child to become a life-long learner who values self and others, has the courage to work for the greater good, and the tenacity to succeed in a changing world.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All children can learn and must be the center of any decision-making process.
2. Students succeed when held to high expectations and allowed the flexibility to meet challenging standards.
3. Accepting responsibility for learning is a critical step for achievement. All students are worthy of a quality education.
4. Successful schools are organized around learning. Educating everyone takes everyone.
5. There is no teaching without learning. Reading is the cornerstone for learning at high levels.
6. Learning takes place best in a risk-free and supportive environment. No significant learning takes place without a meaningful relationship.
7. Powerful schools are organized around a set of norms, values, and beliefs accepted and practiced by all, creating a culture of respect.
8. Success requires change, collaborative decision-making, and the courage to confront the truth.
9. Each individual bears the responsibility to affect the greater good. There is no curriculum for the absent child.
10. Our future is determined by the choices we make.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Other Funds	35,095.00
Rural and Low Income Schools	56,665.00
Technology E-rate	215,814.00
Technology E-rate County Match	63,232.00
Technology Infrastructure	35,668.00
Technology Local Share	8,118.00
Technology TFS/Elementary E-rate	70,916.80
Technology TFS/Elementary E-rate County Match	17,829.20
Technology TFS/Secondary E-rate	38,873.60
Technology TFS/Secondary E-rate County Match	9,718.40
TFS/Elementary Technology	26,832.75
TFS/Secondary Technology	30,531.00
Title I	527,638.64
Title II	220,768.04
Title IV Safe and Drug Free Carryover Budget	13,519.11
Title IV Safe and Drug Free Schools	9,391.99
Title V	5,978.74
Total	**$ 1,386,590.27**

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Enrollment in the county has remained rather static. The county has experienced a slight downward trend from 2003 but the past two years there has been no gain. This year's enrollment promises to be a bit higher. The number of black students is almost a constant our Hispanic population has gone from 1 to 8 in six years, and other ethnicities has decreased to a negligible number.

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

The 2000 census notes that the largest age group in the county is that of 35 to 44 year-olds with 5% of our population under five year. 92.7% are white and only 6% black. There is essentially little racial diversity in the county.

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

In 2005, Monroe had a per capita personal income $21,027 which has risen from $13,912 since 1995 with an annual growth of 4.2%, outpacing the state's growth of 4.1%. Total personal income was $284,685 with a 3.1% increase from 2004. Per capita Personal income has risen from $6,735 (1981) to $13,153 (1992). Much of this is attributed to the elder population which has moved into the county. The 2000 census, however, notes that the largest age group in the county is that of 35 to 44 year-olds. 92.7 % of the population is white and 84.5% of the residents own their own home. The highest percentage of Monroe Countians fall in the educational range of high school graduate (46.8% with only 8.2% with a post graduate degree. 56.9% are married. 61% are native to the state and 12.6% are below the poverty level.

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

The unemployment rate in 1965 was 11.1%. In 2006 is was 5.5% which was higher than the preceding eight years. The county's industrial base has changed very little over the years with a few exceptions being in the southern part of the state. In terms of manufacturing, lumber and wood products are the only durable goods listed in the Bearfacts report but we do have a BF Goodrich plant that manufactures items for aerospace. Governmental services account for a large part of the employment in the county – federal, state and local. Interestingly, the numbers for total full-time and part-time employment remain almost the same since 1969. Farm employment has decreased with higher numbers employed in construction, manufacturing, transportation, wholesale trade, and private employment services. The 2000 census data has 39.95 of county residents commuting to employment outside the county. This is higher than 11 other listed WV counties in the state, and higher than that of all our contiguous counties.

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

We have made some gains with child well-being. We have decreases in infant mortality, percent of children approved for free and reduced lunch teen birth rates and unmarried teens giving birth, and the percent of births to mothers with less than a 12th grade education. However, we have a shocking number of teen injuries. While the percent has decreased from 2003, the percent is still exceptionally high @ 1203.9%. We also have 88% reported cases of child abuse and neglect. Whether this is due to better reporting now than before, the number is still unacceptable.

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

Strategic planning focus groups honed in on significant social issues among students: 11% of students in grades 6-12 have used illicit drugs three or more times in the last 12 months; 22% have had sexual intercourse three or more times in lifetime; 24% of students have used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks; 22% smoke one or more cigarettes every day or uses chewing tobacco frequently; 26% of students are frequently and/or have attempted suicide. (data from Search Institute Assessment and PRIDE survey)

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

The United States has dropped to 5th in the world in making use of information technology. We must continue to emphasize math, reading and information technology in our classrooms and provide opportunities for student access among low-income students.

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

implications?

Many high school students see vehicle ownership as a priority. Because of that, many work jobs that consume much of their time. The loss of parent supervision results in greater involvement in risky behaviors since many parents are working during the time the student is out of school.

PRIORITIES

1. Decrease at-risk behaviors related to drugs, alcohol, tobacco and early sexual behavior.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

Monroe County did not make AYP based on the 2006-07 student achievement data for middle school special education students. The county also did not meet AYP in 04-05. The special education cell at the middle school level is the critical group that has put the county out of NCLB compliance. Mountain View School is on improvement for not making AYP in the same subject for more than two years in a row in reading and mathematics.

WESTEST Confidential Summary Report

This is written to compare 2006 with results for 2007 In 3RD grade mathematics, NUMBERS AND OPERATIONS continued with 23% BELOW MASTERY and an even greater number of students BELOW MASTERY in DATA ANALYSIS & PROBABILITY – (35% compared to 31% last year). The percent of students with IEP's scoring BELOW MASTERY dropped from 47% to 41%. In reading/language arts we went from 29% scoring BELOW MASTERY in reading to 24% and from 30% BELOW MASTERY in writing to 22%. We had 72% now vs. 79% of the SPECIAL EDUCATION cell in the BELOW MASTERY category. In 4TH grade mathematics in 2006, GEOMETRY had 33% BELOW MASTERY. The number was now @ 27%. DATA ANALYSIS/PROBABILITY was @ 30% BELOW MASTERY, now at 21%. Most alarming was the increase in the percent of students with IEP's scoring BELOW MASTERY – 75% compared to 45% In 06! In reading/language arts the numbers scoring BELOW MASTERY last year were 16% in reading and 19% in writing. This past year the percentages were 16% and 17%. The SPECIAL EDUCATION cell BELOW MASTERY climbed from 55%, 86%. In 5th grade mathematics in 2006 and 2007, 28% were BELOW MASTERY in DATA ANALYSIS/ PROBABILITY. MEASUREMENT now stood at 30%. Students with IEP's scoring BELOW MASTERY went from 58% to 50%. In reading/language arts 20% were BELOW MASTERY in reading compared to 22% in '06 but 28% were BELOW MASTERY in writing compared to 24%. The percentages of the SPECIAL EDUCATION cell BELOW MASTERY continued to increase in this grade from 68% to 70%. In 6th grade mathematics the numbers from '06 to '07 were 29% to 27% BELOW MASTERY in NUMBERS & OPERATIONS, 28% to 18% BELOW MASTERY in ALGEBRA, and 17% to 20% BELOW MASTERY in MEASUREMENT. The percent of students in the SPECIAL EDUCATION cell BELOW MASTERY went from 68% to 63%. In reading/language arts 21% had been BELOW MASTERY in reading to 18%. and 19% BELOW MASTERY in writing to 20%. The percentages of the SPECIAL EDUCATION cell BELOW MASTERY climbed from 65% to 68%. In 7TH grade mathematics, MEASUREMENT had the highest percentage BELOW MASTERY with 40% in the '06 year up to 44% in the'07 year. GEOMETRY decreased from 31% BELOW MASTERY to 23%. The numbers of students with IEP's scoring BELOW MASTERY went from 68% to 66%. In reading/language arts BELOW MASTERY was @ 22% in reading down to 19% and 22% down to 20% in writing. This grade was able to move from 60%, of the SPECIAL EDUCATION cell BELOW MASTERY to 48%. In 8TH grade mathematics, GEOMETRY, MEASUREMENT, & DATA ANALYSIS/PROBABILITY all had 30% BELOW MASTERY in '06. In '07 the percent of children below mastery increased to 33%, 44% and 40%. Again high numbers of students with IEP's scoring BELOW MASTERY – from 61% to 75%. In reading/language arts the percent of students BELOW MASTERY stood at 17% in 06 and went to 24%. Writing had 25% BELOW MASTERY and increased to 33%. This grade went from 61%, of the SPECIAL EDUCATION cell BELOW MASTERY to 73%. Lastly, 10th grade. ALGEBRA, GEOMETRY, & MEASUREMENT had the following percentages of student scoring BELOW MASTERY in 2006 - 31%, 31%, and 36% respectively compared to 2007: 34%, 31%, and 38%. An astounding 91% of students with IEP's had scored BELOW MASTERY in 2006. In 2007 the number was down to 77%. In reading/language arts the percent of students BELOW MASTERY stood at 26% and 24% for writing I 2006. The percentages increased in 2007 to 33% and 37%. 81%, of the SPECIAL EDUCATION cell had been BELOW MASTERY. The 2007 percent was down to 77.

WESTEST Confidential Item Analysis Summary

WESTEST Confidential Roster Report

At Mountain View School - In 3RD grade mathematics, DATA ANALYSIS/PROBABILITY had 32% of students 23% BELOW MASTERY. This was the skill area most deficient. The percent of students with IEP's scoring BELOW MASTERY was @ 60%. In

reading/language arts 27% scored BELOW MASTERY in reading and 22% BELOW MASTERY in writing. 67% of the SPECIAL EDUCATION cell was in the BELOW MASTERY category. In 4TH grade mathematics GEOMETRY had the most students (24%) BELOW MASTERY. There was 0% of students with IEP's scoring BELOW MASTERY!! In reading/language arts the numbers scoring BELOW MASTERY was very low with 10% in reading and 13% in writing. The SPECIAL EDUCATION cell BELOW MASTERY stood at 75%. In 5th grade mathematics in 27% were BELOW MASTERY in ALGEBRA. Students with IEP's scoring BELOW MASTERY = 40%. In reading/language arts 22% were BELOW MASTERY in reading and in writing 23%. The percentages of the SPECIAL EDUCATION cell BELOW MASTERY = 70%. In 6th grade mathematics the numbers BELOW MASTERY in NUMBERS & OPERATIONS was at 22%. The percent of students in the SPECIAL EDUCATION cell BELOW MASTERY was 60%. In reading/language arts 12% were BELOW MASTERY in reading and 12% BELOW MASTERY in writing. The percentages of the SPECIAL EDUCATION cell BELOW MASTERY stood at 45%. In 7TH grade mathematics, MEASUREMENT, DATA ANALYSIS/PROBABILITY & NUMBERS / OPERATIONS had the highest percentages BELOW MASTERY with 49%, 34%, 30% respectively. The numbers of students with IEP's scoring BELOW MASTERY was 71%. In reading/language arts BELOW MASTERY was @ 19% and 20% for writing. This grade had 40%, of the SPECIAL EDUCATION cell BELOW MASTERY. In 8TH grade mathematics MEASUREMENT, & DATA ANALYSIS/PROBABILITY were the higher need areas with 33% for both areas. The percent of children BELOW MASTERY was 67%. In reading/language arts the percent of students BELOW MASTERY stood at 21%. Writing had 33% BELOW MASTERY. This grade has 67%, of the SPECIAL EDUCATION cell BELOW MASTERY. At Peterstown Elementary - In 3rd grade mathematics, GEOMETRY + DATA ANALYSIS/PROBABILITY were the two weakest skill areas with 33% and 37% of students BELOW MASTERY. The percent of students with IEP's scoring BELOW MASTERY was @ 33%. In reading/language arts 21% scored BELOW MASTERY in reading and 23% BELOW MASTERY in writing. 75% of the SPECIAL EDUCATION cell was in the BELOW MASTERY category. In 4TH grade mathematics NUMBERS/OPERATIONS was at 40%, ALGEBRA at 30%, GEOMETRY at 30%, and MEASUREMENT at 38% of students BELOW MASTERY. 90% of students with IEP's scored BELOW MASTERY!! In reading/language arts and writing stood at 21% BELOW MASTERY but again, 90% of the SPECIAL EDUCATION cell was BELOW MASTERY.

WV Writing Assessment

These scores all reflect the percent of students in the AT OR ABOVE MASTERY performance levels. 7th grade - overall - 79%, descriptive – 74%, expository – 81%, narrative - 88%, persuasive - 74%. In the aggregate, DISTINGUISHED = 2%, ABOVE MASTERY = 19%, MASTERY = 57%, PARTIAL = 17%, NOVICE = 4% with 79% AT or ABOVE MASTERY 10th grade - overall - 86%, descriptive – 83%, expository – 83%, narrative - 95%, persuasive - 81%. In the aggregate, DISTINGUISHED = 5%, ABOVE MASTERY = 33%, MASTERY = 48%, PARTIAL = 12%, NOVICE = 1% with 86% AT or ABOVE MASTERY For Title I purposes: Mt. View scored accordinly for 7th: overall - 74%, descriptive – 67%, expository – 82%, narrative - 86%, persuasive - 64%.

SAT/ACT Results

The percent of students taking the SAT has steadily decreased since 2004 from 20.7 to 19.7. At the same time the math mean score has increased to 529 as has the verbal mean to 562. We also have a decrease from 2004 of 62.1% of students taking the ACT to 52.1% taking the same test in 2006. The composite score has also decreased to its lowest level since 2003 and registered at 19.5.

ACT Explore - Grade 8 Middle School

Need to more efficiently use this data for purposes of greater student achievement.

AP Testing Report/AP Rate

Monroe County has had no 10th grade students taking AP courses. Before 2006, no students in the 11th grade took AP classes. In the 06-07 school year 7 students took AP classes. We are expanding the number of AP classes from 1-3 in 06-07 and 3-4 in 07-08. Additionally, by weighting the AP grades, we hope to persuade more students to take the more rigorous classes.

End of Course Testing Report for Career and Technical Education

James Monroe has two programs that end of course testing is given. In the 2005-06 school year Prostart took and end of course each semester to reflect the curriculum that was taught. 1. Prostart IA and IB.meet standard, Prostart IIA did not meet standard however the spring test (Prostart IIB) did meet standard: 2. Office Manangement-82% ave. test

score and meet standard.

22 courses taught, 21 meet standard, Clinical Concepts - did not meet standard 66% test ave., 21.43% passed. State Standard is 46.55% of students score 75% or better. Seven classes had 100% passing rate, 4 had a 90% plus passing rate, and six had a 80% plus passing rate. Our overall passing rate was 80.54%.

Informal Reading Assessment

Monroe County has trained all reading teachers in DIBELS. At present, all teachers of reading at Mountain View School (Title I school on improvement) have had summer training on PALMS and how to record their progress monitoring with the PALM. Title I teachers are administering the Benchmark Assessments and the classroom teachers are doing the ongoing progress monitoring. At the county's other Title I school, Peterstown Elementary, teachers who attended the summer reading institute also received PALMS and have been trained on how to record their progress monitoring on their PALMS. Also, at this school, the Title I teachers are conducting the benchmark assessments and the classroom teachers are doing the progress monitoring. One other school in the county has reading in the K-6 span – Peterstown Middle. This is not a Title I school but they are also doing DIBELS assessments

Informal Math Assessment

We have found the format of the design of this K-6 instrument does not facilitate data collection. The county has formed a math cadre and these teachers are presently using Odyssey for benchmarking purposes in all K-6 grade levels.

The middle school math scores at PMS decreased last year, therefore a benchmark coordinator/ instructional coach was added to model teaching practices and guide instruction based on research based practices and data collection.

James Monroe math scores fell again in terms of the ACT and WESTES results. A 1/2 time benchmark coordinator position was created and students are now completing benchmarks every three weeks. Teachers are using data to target students to be addressed during school designated "Mav" time and through extended day programming. An additional 1/2 time math teaching position was added at the high school to decrease the number of students per period in Algebra I and Geometry.

The county developed a math leadership team and county-wide change occured with the placement of 8th grade math students. Students are now placed in one of the three WVDE approved sequences. Students taking Algebra I must meet entry criteria to include A or B in 7th grade mathematics, Above Mastery or Distinguish on the WESTEST and teacher recommendation. These students complete an entrance exam to determine final placement. The remaining 8th graders complete one of two choices: 8th grade mathematics or Algebra IA.

Formal assessments indicate a need for change in math instruction to include differentiation, use of benchmarking, use of cooperative learning and standards based curriculum.

Formative and Benchmark Assessments

Not yet developed.

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

Monroe County does not have any LEP students.

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

Monroe County does not have any LEP students.

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

Monroe County does not have any LEP students.

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

Monroe County does not have any LEP students.

ACT Work Keys-2006

Agriscience--21% below standard in math 33% below standard in Reading Health Occupations--30% below standard in Math 10% below standard in Reading Business, Admin. Support 100% met standard in Math 33% below standard in Reading Business Management--9% below meet standard in Math 36% below meet standard in Reading Building Construction--6% below meet standard in Math 33% below meet standard in Reading CIM--100% of students met standard in Math and Reading.

PRIORITIES

1. More in-depth review of a just published analysis of our scores is needed to identify strenths and weaknesses in the instructional areas of math and reading.

2. Increase student capacity to achieve higher order thinking skills.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Too many medically excused absences. (Parents are providing notes for medical excuses when students should probably have seen a physician.)

Discipline Referral Report

Too many repeat referrals for lack of completing homework. Too many recidivists among students who are disruptive.

Dropout Rates/Graduation Rates (by subgroup if available)

Special education students drop out rte has decreased; however, proportionately too many low SES students drop out.

College Enrollment Rate

College enrollment is increasing; however retention to sophomore year is too low.

College Developmental Course Rate

Too many students are enrolled in developmental college classes in math.

PRIDE Survey

Tobacco use is higher than state average; alcohol use declining but still significant; marijuana use slightly lower than national average in 11th grade, higher in 8th grade. Students report that most of their behavior with drugs, alcohol and tobacco occurs on weekends at a friend's house.

Results of Nationally Recognized Physical Fitness Test

No real concerns except at elementary.

Youth Risk Behavior Survey

35% of high school students believe they are overweight; other risky behavior data mirrors PRIDE survey.

CIMP Self Assessment

MCS will work provide opportunities for special education teachers to meet the requirements of "Highly Qualified" status through tranings and professional leave opportunities. Timeline logs and trainings will ensure that student assessment and confidentiality requirements are met. MCS will continue to implement the Three Tier "Response to Intervention" model for reading and begin focus on mathematics.

A classroom will be provided for students with hearing impairments at PES. The county will continue focus on staff development focus on transition services and post secondary outcomes.

Special Education Data Profiles

MCS must continue to appropriately identify SLD students through the use of extensive professional development, appropriate assessment and instructional tools, and proactive diagnostic, prescriptive reading and math intervention grades K - 3 (Response to Intervention).

MCS must also continue to provide appropriate supplimentary aids, supports, modifications and acommodations to identified SWD in the regular education environment, to the maximum extent appropriate, to increase the number of SWD in Reg Ed - Full Time.

MCS must also continue to provide appropriate supplimentary aids, supports, modifications and acommodations to identified SWD in the regular education environment, to the maximum extent appropriate, to decrease the number of SWD in Special Education - Self Contained.

MCS must increase the performance of identified CD students in the areas of math, science and social studies.

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

There are no identified LEP students enrolled in Monroe County Schools.

LEP - What are the major language groups?

There are no identified LEP students enrolled in Monroe County Schools.

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

There are no identified LEP students enrolled in Monroe County Schools.

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

There are no identified LEP students enrolled in Monroe County Schools.

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

There are no identified LEP students enrolled in Monroe County Schools.

Search Institute Data

17-36% of students have been involved in one or more of the 10 high risk behavior patterns as identified by national study compared to local data.

PRIORITIES

1. Decrease at-risk behaviors related to drugs, alcohol and early sexual behavior.

2.

Develop, enhance and/or implement appropriate assessment and instructional methodologydelivery tools to support the needs of SWD in their least restrictive environment;

Provide proactive, direct instruction to students who are at risk when progress monitored in reading utilizing a response to intervention (RtI) model. This should decrease the number of SLD referrals.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

None

North Central Report on Schools

N/A

Monitoring Reports (Special Education and NCLB)

CIMFP 2006 indicates need to target IEP goals based on individual present levels of education performance in reading and math.

Walkthrough Summmaries

Lack of student engagement in some classes.

High Schools that Work Assessment Report

Weak relationship between technical and academic teachers. Need more hands-on, applied instruction in academic courses, more academic focus in technical classes. Advisory program is being modified to reflect career clusters. Schedule will be modified to incorporate HSTW key practices.

Making Middle Grades Matter Report

N/A

High Schools that Work Annual Report

Weak relationship between technical and academic teachers. Need more hands-on, applied instruction in academic courses, more academic focus in tech- nical classes. Advisory program is weak. Schedule will be modified to incorporate HSTW key practices.

Highly Qualified Personnel Report

Some special education teachers continue to be permitable or are on out-of-field authorizations, but as of yet do not meet highly qualified by federal standards.

Lack of certified applicants lead to hiring staff that is not highly qualified.

Digital Divide Report (Technology)

All computers in the school system will be Windows 98 and above. All labs in Monroe County schools are running Windows XP: Mountain View elementary, James Monroe High School, Monroe County Technical Center, Peterstown Elementary and Peterstown Middle school. All schools have a T1 line, and switches are 100 Mbps. Wireless access points will be added to Peterstown Middle School, Monroe County Board Office for staff development, and James Monroe High School. Wireless labs will be added to complement curriculum at each school as funds permit. Reading and math lab areas will be added to aid in benchmarking.

PRIORITIES

1. Decrease risky behaviors associated with tobacco, alcohol, illicit drugs and early sexual behavior.

2. Increase capacity to engage in higher order thinking skills and effective communication.

3. Utilize fully technology and software for student success.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Monroe County Schools will improve overall student achievement by creating a learning climate that builds self-confidence and personal responsibility and decreases at-risk behaviors related to drugs, alcohol, tobacco, and early sexual behavior.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	By December 2008, 40% of students will develop stronger relationships with school personnel and other adults in order to improve their feeling of connectedness to the school as measured by percentage of students saying they attend schools that have a caring climate.	Connectedness	0.31	0.00
1.2	Students will increase their responsibility for learning via the implementation of school-wide positive behavior supports as measured by adecrease in behavior referrals by 100 each year.	Positive Behavior	1399.00	900.00
1.3	Students will be given increased opportunities for physical activity in a safe and healthy environment at a pilot school as measured by pre and post assessment results on the Fitnessgram.	Physical Activity	0.00	0.00
1.4	Students will increase their ability to self-mediate conflict as measured by a decrease in the number of aggressive behaviors by 12 each year.	Self-mediate	246.00	186.00
1.5	Students will increase their health and well being via the development and establishment of student wellness clinics at each school site as measured by the decrease in medically related student absences and by increasing numbers of students participating in the clinic's services.	Wellness Clinic	0.00	0.00
1.6	Students will increase their feeling of personal responsibility, rather than believing that "things just happen to them" as measured by the percentage of students reporting that they felt they have some control over the things that happen to them. The percentage will increase from 37% (2003) to 40% (2008).	Choices	0.37	0.40
1.7	All schools will address with specific activities at least one of the four risky behaviors identified in the community strategic planning process: i.e. alcohol use as measured by a decrease in the risky behaviors as measured by the PRIDE survey.	Risky Behavior	0.24	0.20
1.8	JMHS will study the possibility of moving to a modified block schedule in order to create greater time for math and reading. Other advantages would include stronger engagement by students in all subject areas,as well as a reduction in the number of disciplinary infractions due to unstructured time during the school day.	Block	0.00	0.00
1.9	To increase the identification of at-risk students and to increase the involvement of the Student Assistance team.	Student Assistance Team	0.00	0.00
1.10	To increase students feeling safe at school by decreasing students' perception of bullying by 5%	Bullying	0.00	0.00
1.11	Increase the physical security of students by decreasing the incidents of violence, drug, alcohol, or tobacco occurrences by 2%	Security	0.00	0.00

Goal 2: Monroe County students will improve their capacity to engage in higher order thinking skills and effectively communicate their ideas.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	There will be an annual increase in overall student achievement in written expression as measured by the percentage of students scoring at or above mastery in	Writing Assessment	0.75	0.80

			Baseline	5-year Target
	state-assesed grade levels of four, seven, ten and eleven.			
2.2	There shall be an annual increase in the number of students in the categories of "all", low socio-economic, and special education who score at the "above mastery" and "distinguished" levels in reading.	Reading Mastery	0.00	0.00
2.3	There shall be an annual increase in the number of students in the categories of "all", low socio-economic, and special education who score at the "above mastery" and "distinguished" levels in mathematics.	Math Mastery	0.00	0.00
2.4	Peterstown Middlie School has not made AYP for several years. The county has given technical assistance to the school and in examining the data on the school we recognize the need to help special needs students who aren't performing well on the math benchmarking assessments. To this end our goal is to provide an extended day for those students with a certified teacher as a tutor.	Extended Day	81.00	45.00

Goal 3: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

	Objective	**Objective Short Name**	**Baseline**	**5-year Target**
3.1	Maintain/upgrade and improve technologies in order to improve student achievement (Increase computers with Win. XP or higher operating systems.	Technology Integration	0.00	0.92
3.2	Maintain/upgrade and improve teacher workstations to include a data projector, whiteboard, and laptop.	Technology Integration	0.00	0.00

Goal 1: Monroe County Schools will improve overall student achievement by creating a learning climate that builds self-confidence and personal responsibility and decreases at-risk behaviors related to drugs, alcohol, tobacco, and early sexual behavior.

Objective 1.1 By December 2008, 40% of students will develop stronger relationships with school personnel and other adults in order to improve their feeling of connectedness to the school as measured by percentage of students saying they attend schools that have a caring climate.

As measured by:
Search Institute Survey to be administered in October of 2007. Only 31% of students felt they attended a school with a caring climate based on 2003 Search Institute Survey.

Baseline Data 0.31

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	0.31
2007-2008	0.31	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 1.2 Students will increase their responsibility for learning via the implementation of school-wide positive behavior supports as measured by adecrease in behavior referrals by 100 each year.

As measured by:
Decrease in behavior referrals (1399 in 2004/05); increase in composite WESTEST results.

Baseline Data 1399.00

Targets		Actual	
2005-2006	1300.00	**2005-2006**	0.00
2006-2007	1200.00	**2006-2007**	1481.00
2007-2008	1100.00	**2007-2008**	N/A
2008-2009	1000.00	**2008-2009**	N/A
2009-2010	900.00	**2009-2010**	N/A

Objective 1.3 Students will be given increased opportunities for physical activity in a safe and healthy environment at a pilot school as measured by pre and post assessment results on the Fitnessgram.

As measured by:
Fitnessgram provides assessment during each level of physical activity. Baseline data will be provided by initial assessments.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**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

Objective 1.4 Students will increase their ability to self-mediate conflict as measured by a decrease in the number of aggressive behaviors by 12 each year.

As measured by:
Decrease number of aggressive behaviors (i.e., hazing, harrassment, bullying, physical fights, assaulting student, intimidating conduct, profanity, derogatory, and racial remarks. (246 in 2004/05).

Baseline Data 246.00

Targets		Actual	
2005-2006	234.00	**2005-2006**	0.00
2006-2007	222.00	**2006-2007**	202.00
2007-2008	210.00	**2007-2008**	N/A
2008-2009	198.00	**2008-2009**	N/A
2009-2010	186.00	**2009-2010**	N/A

Objective 1.5 Students will increase their health and well being via the development and establishment of student wellness clinics at each school site as measured by the decrease in medically related student absences and by increasing numbers of students participating in the clinic's services.

As measured by:
Decrease in medically related student absences; increase in preventive health care; increase in composite WESTEST results

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**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

Objective 1.6 Students will increase their feeling of personal responsibility, rather than believing that "things just happen to them" as measured by the percentage of students reporting that they felt they have some control over the things that happen to them. The percentage will increase from 37% (2003) to 40% (2008).

As measured by:

Search Institute Developmental Asset Survey to be administered again in October of 2007. In October of 2003, students reported that only 37% of them reported that they felt they had any control over the "things that happen to me."

Baseline Data 0.37

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.37
2007-2008	0.37	2007-2008	N/A
2008-2009	0.40	2008-2009	N/A
2009-2010	0.40	2009-2010	N/A

Objective 1.7 All schools will address with specific activities at least one of the four risky behaviors identified in the community strategic planning process: i.e. alcohol use as measured by a decrease in the risky behaviors as measured by the PRIDE survey.

As measured by:
PRIDE Survey; Search Institute Survey of Developmental Assets. Data set provided is for use of alcohol.

Baseline Data 0.24

Targets		Actual	
2005-2006	0.24	2005-2006	0.00
2006-2007	0.23	2006-2007	0.00
2007-2008	0.22	2007-2008	N/A
2008-2009	0.21	2008-2009	N/A
2009-2010	0.20	2009-2010	N/A

Objective 1.8 JMHS will study the possibility of moving to a modified block schedule in order to create greater time for math and reading. Other advantages would include stronger engagement by students in all subject areas,as well as a reduction in the number of disciplinary infractions due to unstructured time during the school day.

As measured by:
Recommendation to Faculty Senate and Board of Education. Should this be adopted, objectives would be formulated to reduce the number of disciplinary infractions.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	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

Objective 1.9 To increase the identification of at-risk students and to increase the involvement of the Student Assistance team.

As measured by:
Student Assistance Program Logs

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	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

Objective 1.10 To increase students feeling safe at school by decreasing students' perception of bullying by 5%

As measured by:
WVEIS disciplinary infractions (appropriate aggression indicators = profanity, derogatory, other racial, remarks, bullying, threat and actual physical fight, injury and threat of injury) Student survey

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	174.00
2007-2008	165.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 1.11 Increase the physical security of students by decreasing the incidents of violence, drug, alcohol, or tobacco occurrences by 2%

As measured by:
Number of incidents of violence, drug, alcohol, or tobacco occurrences (aggression and possession)on discipline referrals

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	254.00
2007-2008	249.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A

2009-2010 0.00 **2009-2010** N/A

Goal 2: Monroe County students will improve their capacity to engage in higher order thinking skills and effectively communicate their ideas.

Objective 2.1 There will be an annual increase in overall student achievement in written expression as measured by the percentage of students scoring at or above mastery in state-assesed grade levels of four, seven, ten and eleven.

As measured by:
West Virginia Writing Assessment and ACT

Baseline Data			0.75
Targets		**Actual**	
2005-2006	0.76	**2005-2006**	0.00
2006-2007	0.77	**2006-2007**	0.00
2007-2008	0.78	**2007-2008**	N/A
2008-2009	0.79	**2008-2009**	N/A
2009-2010	0.80	**2009-2010**	N/A

Objective 2.2 There shall be an annual increase in the number of students in the categories of "all", low socio-economic, and special education who score at the "above mastery" and "distinguished" levels in reading.

As measured by:
WESTEST

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.77	**2006-2007**	0.00
2007-2008	0.78	**2007-2008**	N/A
2008-2009	0.79	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 2.3 There shall be an annual increase in the number of students in the categories of "all", low socio-economic, and special education who score at the "above mastery" and "distinguished" levels in mathematics.

As measured by:
WESTEST

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

Objective 2.4 Peterstown Middlie School has not made AYP for several years. The county has given technical assistance to the school and in examining the data on the school we recognize the need to help special needs students who aren't performing well on the math benchmarking assessments. To this end our goal is to provide an extended day for those students with a certified teacher as a tutor.

As measured by:
A decrease in the number of special education students in the below mastery categories on WESTEST in math.

Baseline Data			81.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	75.00	**2006-2007**	81.00
2007-2008	60.00	**2007-2008**	N/A
2008-2009	50.00	**2008-2009**	N/A
2009-2010	45.00	**2009-2010**	N/A

Goal 3: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

Objective 3.1 Maintain/upgrade and improve technologies in order to improve student achievement (Increase computers with Win. XP or higher operating systems.

As measured by:
Digital Divide Survey- calculating the operating systems with Windows XP or above, and the number of teacher technology workstations.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.80	2006-2007	60.00
2007-2008	0.85	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	0.92	2009-2010	N/A

Objective 3.2 Maintain/upgrade and improve teacher workstations to include a data projector, whiteboard, and laptop.

As measured by:
Digital Divide Survey--use survey to chart number of workstations added each year.

Baseline Data 0.00

Targets		Actual	
2005-2006	1.00	2005-2006	0.00
2006-2007	12.00	2006-2007	14.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

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

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

Other Strategies

Conflict Resolution/Peer Mediation

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
	FORMATIVE ASSESSMENT RDNG/LANG ARTS * Train ALL teachers in the writing process. * Literacy coach @ Mt. View will begin the process of developing rubrics for writing in all K-8 grade levels. FORMATIVE ASSESSMENT MATHEMATICS * Complete a year of training on standards based mathematics for mathematics adoption team. ADJUSTMENT OF INSTRUCTIONAL TIME * Before school instruction at Mt. View School as well as the 21st Century after-school Program. * Establishment of a co-teaching schedule at Mt. View School with training. HIGHLY QUALIFIED TEACHERS * Continue the practice of hiring only qualified teachers. * Establish county policy for system of methods & procedures to get out-of-field or permit teachers highly qualified in an effort to retain & retrain teachers. * The Title I set aside is used to	FORMATIVE ASSESSMENT RDNG/LANG ARTS * Train ALL special education & Title I reading teachers on the neurophysiology of reading & DIBELS. * Train all special education & Title I reading teachers on how to profile children based on DIBELS & deep testing. * Conduct training for all teachers of reading on the neurophysiology of reading & how to administer the DIBELS. * Provide in-service to principals at leadership meeting on the goals, objectives, & progress of this initiative. * Continue with the literacy coach at Mt. V. * Literacy coach @ PMS? * Establish a reading adoption team to examine only scientifically-based reading programs. * More training for tier II & III teachers on deep testing to assess student weaknesses & develop interventions. * Literacy coach @ Mt. View will continue the process of developing rubrics for writing in all K-8 grade levels. FORMATIVE ASSESSMENT MATHEMATICS	FORMATIVE ASSESSMENT RDNG/LANG ARTS * Begin the curriculum mapping procedure w/ teachers of reading. * More training for tier II and III teachers on deep assessment, assessing student weaknesses and interventions. * Continue training all reading teachers in DIBELS process who have not been trained. * In-service on the new textbook adoption and intervention strategies. * Continue with the literacy coach at Mt. V. * Literacy coach @ Mt. View will have completed the process of developing rubrics for writing in all K-8 grade levels and will pilot use in both M.V. & P. E. FORMATIVE ASSESSMENT MATHEMATICS * Math team to have concluded math map & prioritized curriculum over the summer of 07. * Provide in-service training to K-8 teachers math on curriculum map & prioritized curriculum * Provide in-service to principals on new math map & how to monitor its use. * Benchmarks established for math	FORMATIVE ASSESSMENT RDNG/LANG ARTS * Training for all teachers of reading on curricular maps & review of these maps for changes. * Training & purchase of PALMS for teachers to use for DIBELS in Title I schools. * Continue training all reading teachers in DIBELS process who have not been trained. * Continue with the literacy coach at MV. * Writing rubrics will be used in grades 1-8 throughout the county. FORMATIVE ASSESSMENT MATHEMATICS * Refinement of prioritized math curriculum & map with vertical as well as horizontal implications. * Title I math teacher @ Mt. V. will research formative assessments for grades K & up. * Provide training in what will be expected in a standards-based math program in preparation of math adoption process next year. ADJUSTMENT OF INSTRUCTIONAL TIME * Before & after school instruction will continue at both	FORMATIVE ASSESSMENT RDNG/LANG ARTS * Refinement of reading curricular maps. * Training & purchase of PALMS for new teachers to use for DIBELS in Title I schools. * Continue training all reading teachers in DIBELS process who have not been trained. * Continue with the literacy coach at MV. * Refinement of writing rubrics. FORMATIVE ASSESSMENT MATHEMATICS * Continued refinement of prioritized math curriculum & map with vertical as well as horizontal implications. * Pilot new math assessment @ Mt. V. * Math adoption team. ADJUSTMENT OF INSTRUCTIONAL TIME * Before & after school instruction will continue at both Title I schools. * Continue to look at principal data on walk-throughs and time on task. HIGHLY QUALIFIED TEACHERS * Continue the practice of hiring only qualified teachers. * Continue policy that allows out-of-

pay for tuition, books and travel of core content & Title I-funded teachers in Title I schools.
* Maintain list of teachers and aides who are out of field or on permit.
* If a core content position is filled by a teacher who does not meet the licensing & credentials, provide reimbursement according to county policy.
* Have principals complete attestation on HQ staff
* Send out letter to parents if an unqualified teacher has been teaching more than 4 consecutive weeks.
* Send out letter at beginning of year on parents right to know on teacher qualifications.

FREQUENT MONITORING OF STUDENT PROGRESS
* Students not making adequate progress in the regular classroom setting are referred to Title I or special education.
* Grade level meetings to discuss approaches to assist targeted students with skill gap deficiencies.

INNOVATIVE APPROACHES TO MEET SUBGROUP NEEDS
* Data reviewed yearly to

* Provide training on how to backwards map a mathematics curriculum to arrive at a prioritized math curriculum.
* Develop county team to collect curriculum diaries & begin mapping & prioritization process.
* Provide in-service to principals on this mapping process & how the county math team will operate.

ADJUSTMENT OF INSTRUCTIONAL TIME
*Before school instruction will continue @ Mt. View School as well as the 21st Century after-school program.
* Revisit the walk-through initiative this time with principals vs. county board administrators to institute walk-throughs in all schools to monitor time-on-task and establish steps to assist teachers where time-on-task is not being effectuated.
* One day of training provided to ALL teachers on co-teaching.
* Use of literacy coach at Mt. View for teachers having difficulty with co-teaching. (modeling, research, site visit recommendations, observations)
* Training for principals & teachers on manipulation of school schedules to allow for more time on instruction & how that time is best used. – Early Spring

ADJUSTMENT OF INSTRUCTIONAL TIME
* Before & after school instruction will continue at both Title I schools.
* Gain data from principals on the walk-throughs - how many times per month/week/year & what principals have discovered about their school's use of instructional time. Has instructional time been adjusted?
* Establish method to assess time-on-task at each school to determine if more time is being gained for instruction. ??
*Use of literacy coach at Mt. View for teachers who are having difficulty with co-teaching.

HIGHLY QUALIFIED TEACHERS
* Continue the practice of hiring only qualified teachers.
* Continue policy that allows out-of-field or permit teachers to become highly qualified in an effort to retain and retrain.
* The Title I set aside is used to pay for tuition, books and travel of core content & Title I-funded teachers in Title I schools.
* Maintain list of teachers and aides who are out of field or on permit.
* If a core content position is filled by a teacher who does not meet the licensing & credentials, provide reimbursement according to county policy.
* Have principals complete attestation on HQ staff

Title I schools.
* Walk-through data gathering to discern if there is more time on task

HIGHLY QUALIFIED TEACHERS
* Continue the practice of hiring only qualified teachers.
* Continue policy that allows out-of-field or permit teachers to become highly qualified in an effort to retain and retrain.
* The Title I set aside is used to pay for tuition, books and travel of core content & Title I-funded teachers in Title I schools.
* Maintain list of teachers and aides who are out of field or on permit.
* If a core content position is filled by a teacher who does not meet the licensing & credentials, provide reimbursement according to county policy.
* Have principals complete attestation on HQ staff
* Send out letter to parents if an unqualified teacher has been teaching more than 4 consecutive weeks.
* Send out letter at beginning of year on parents right to know on teacher qualifications.

FREQUENT MONITORING OF STUDENT PROGRESS
* Students not making adequate progress in the tier I settings will be referred to the SAT teams. If interventions are needed, the student

field or permit teachers to become highly qualified in an effort to retain and retrain.
* The Title I set aside is used to pay for tuition, books and travel of core content & Title I-funded teachers in Title I schools.
* Maintain list of teachers and aides who are out of field or on permit.
* If a core content position is filled by a teacher who does not meet the licensing & credentials, provide reimbursement according to county policy.
* Have principals complete attestation on HQ staff
* Send out letter to parents if an unqualified teacher has been teaching more than 4 consecutive weeks.
* Send out letter at beginning of year on parents right to know on teacher qualifications.
* Continue the practice of hiring only qualified teachers.
* If a core content position is filled by a teacher who does not meet the licensing & credentials, provide reimbursement according to county policy.

FREQUENT MONITORING OF STUDENT PROGRESS
* Students not making adequate progress in the tier I settings will be referred to the SAT teams. If interventions are needed, the student will be referred to a tier II teacher (or

determine individual student achievement needs in each school as well as subgroup needs.
* Begin establishment of a Reading Intervention Program based on 3 tier model to better meet subgroup needs.

* Extended-day programs @ both Title I schools through blending of various federal & private funding sources.
* Teacher book study groups formed on innovative instructional strategies.
* Restructuring the SAT process to benefit subgroup needs.
* ALL teachers of reading, Title I & sp. ed trained in DIBELS.
* ALL Title I & sp. ed. teachers trained in deeper testing to uncover root causes of student failure in reading.

STRATEGIES FOR PROVIDING SOCIAL, EMOTIONAL & ACADEMIC SUPPORT
* Capturing Kid's Hearts Training & program
* Academic coach @ M.V.
* Data maintained on discipline.
* Levy-funded counselor @ MV
* Home visits made by all K and preschool teachers.
* TLC for family support in wellness, social

HIGHLY QUALIFIED TEACHERS
* Continue the practice of hiring only qualified teachers.
* Continue policy that allows out-of-field or permit teachers to become highly qualified in an effort to retain and retrain.
* The Title I set aside is used to pay for tuition, books and travel of core content & Title I-funded teachers in Title I schools.
* Maintain list of teachers and aides who are out of field or on permit.
* If a core content position is filled by a teacher who does not meet the licensing & credentials, provide reimbursement according to county policy.
* Have principals complete attestation on HQ staff
* Send out letter to parents if an unqualified teacher has been teaching more than 4 consecutive weeks.
* Send out letter at beginning of year on parents right to know on teacher qualifications.

FREQUENT MONITORING OF STUDENT PROGRESS
* Students not making adequate progress in tier I settings referred to the SAT teams. If interventions are needed, they will be referred to a tier II teacher (or tier III) if in a non-Title I school.
* Tier II & III teachers will meet on a periodic basis

* Send out letter to parents if an unqualified teacher has been teaching more than 4 consecutive weeks.
* Send out letter at beginning of year on parents right to know on teacher qualifications.

FREQUENT MONITORING OF STUDENT PROGRESS
* Students not making adequate progress in the tier I settings will be referred to the SAT teams. If interventions are needed, the student will be referred to a tier II teacher (or tier III) if in a non-Title I school.
*Tier II & III teachers will meet on a periodic basis with tier I teachers regarding the monitoring that is taking place in the regular classroom & in the intervention levels.
* Guidelines established for these meetings to document (1) mtg. content & frequency, (2) student progress.
* Coach @ Mt. V. will be integral part of SAT team regarding bringing to the table analysis of academic data on students at academic risk & develop training for teachers needing assistance.

INNOVATIVE APPROACHES TO MEET SUBGROUP
* Data reviewed yearly to determine individual student achievement needs in each school as well as subgroup needs.

will be referred to a tier II teacher (or tier III) if in a non-Title I school.
*Tier II & III teachers will meet on a periodic basis with tier I teachers regarding the monitoring that is taking place in the regular classroom & in the intervention levels.
* Guidelines refined for these meetings to document (1) mtg. content & frequency, (2) student progress.
* Coach @ Mt. V. will be integral part of SAT team regarding bringing to the table analysis of academic data on students at academic risk & develop training for teachers needing assistance.
*How well the steps listed above operate to benefit students at risk will be reviewed mid & end of year by principals & directors of Title I & special education with input from identified teachers & academic coach. Modifications in procedures will be adjusted as needed.

INNOVATIVE APPROACHES TO MEET SUBGROUP
* Data reviewed yearly to determine individual student achievement needs in each school as well as subgroup needs.
* Continue Reading Intervention Program with additional training for teachers in tier 1, 2, 3 with focus on subgroup needs.
* Evaluation of plan to determine effectiveness with

tier III) if in a non-Title I school.
*Tier II & III teachers will meet on a periodic basis with tier I teachers regarding the monitoring that is taking place in the regular classroom & in the intervention levels.
* Guidelines revisited for these meetings to document (1) mtg. content & frequency, (2) student progress.
* Coach @ Mt. V. will be integral part of SAT team regarding bringing to the table analysis of academic data on students at academic risk & develop training for teachers needing assistance.
*How well the steps listed above operate to benefit students at risk will be reviewed mid and end of year by principals & directors of Title I & special education with input from identified teachers & academic coach. Modifications in procedures will be adjusted as needed.

INNOVATIVE APPROACHES TO MEET SUBGROUP
* Data reviewed yearly to determine individual student achievement needs in each school as well as subgroup needs.
* Continue Reading Intervention Program with additional training for teachers in tier 1, 2, 3 with focus on subgroup needs.
* Evaluation of plan to determine effectiveness with needed

svcs., education, parent involvement.
* Parent centers in all schools.
* Wellness centers in all schools for staff & students.
* Community, parent, agency, teacher, student focus groups to review demographics, hard & soft data on county for input.
* Officer maintained @ JMHS

EFFECTIVE TRANSITION PRE K TO POST SECONDARY
* County's child-find (Kiddie Fair) for every child birth to 4.
* Kindergarten registrations @ each school
* Continue the county's practice of Move-Up Day for preK - 9.
* 9th grade orientation to JMHS.
* Preschool orientation for parents/children.
* Preschool teachers make home visits to all preschool families prior to beginning of school.
* K teachers make home visits to all K families prior to beginning of school
* Transition meetings between preschool & K teachers at the end of each year.

PARENTS AS RESPECTIVE AND VALUED PARTNERS
* Provide training on effective ways teachers can work

with tier I teachers regarding the monitoring that is taking place in the regular classroom & in the intervention levels.
* As the county has embarked on a structured tier intervention model, staff will benefit from additional P.D. on this from other schools who have used this tier process successfully with Title I and sp. ed.

INNOVATIVE APPROACHES TO MEET SUBGROUP
* Data reviewed yearly to determine individual student achievement needs in each school as well as subgroup needs.
* Continue unfolding rdng. Intervention model w/additional training for teachers in tier 1, 2, 3 with focus on subgroup needs.
* Extended-day programs @ both Title I schools through blending of various federal & private funding sources.
* Teacher book study groups reformed to make more effective.
* Title I academic coach at Mt. V. maintaining vigilance for research-based & innovative approaches to meet subgroup needs & presenting staff development based on current & proven methods.

STRATEGIES FOR PROVIDING SOCIAL, EMOTIONAL &

* Continue Reading Intervention Program with additional training for teachers in tier 1, 2, 3 with focus on subgroup needs.
* Evaluation of plan to determine effectiveness with needed modifications.
* Extended-day programs @ both Title I schools through blending of various federal & private funding sources.
* Teacher book study groups continued based on 06-07 guidelines
* Title I academic coach at Mt. V. maintaining vigilance for research-based & innovative approaches to meet subgroup needs & presenting staff development based on current & proven methods.

STRATEGIES FOR PROVIDING SOCIAL, EMOTIONAL & ACADEMIC SUPPORT
* Principals will review in cabinet meetings school & county disciplinary/SAT data for trends in disciplinary & retention issues. This data collection will also be shard in the schools for staff input to begin a process of outlining a county and individual school plan to deal more effectively with discipline & retentions. .
* Academic coach @ M.V.
* Data maintained on discipline
* Levy-funded counselor @ MV *

needed modifications.
* Extended-day programs @ both Title I schools through blending of various federal & private funding sources.
* Teacher book study groups revisited.
* Title I academic coach at Mt. V. maintaining vigilance for research-based & innovative approaches to meet subgroup needs & presenting staff development based on current & proven methods.

STRATEGIES FOR PROVIDING SOCIAL, EMOTIONAL & ACADEMIC SUPPORT
* Principals will meet over the summer to finalize a county plan that has been individualized, to some extent per school, in order to share with cabinet & successively with staff. The progress of this plan will be visited @ cabinet meetings mid& end of year.
* Academic coach @ M.V.
* Levy-funded counselor @ MV *
Home visits made by all K and preschool teachers.
* TLC for family support in wellness, social svcs., education, parent involvement.
* Parent centers in all schools.
* Institute Responsible Student Program.

EFFECTIVE TRANSITION PRE K TO POST SECONDARY

modifications.
* Extended-day programs @ both Title I schools through blending of various federal & private funding sources.
* Teacher book study groups revisited again.
* Title I academic coach at Mt. V. maintaining vigilance for research-based & innovative approaches to meet subgroup needs & presenting staff development based on current & proven methods.
*For any continued or existing area where subgroups are not making AYP, a team will be assembled to conduct a more thorough & long-term data analysis & plan revision.

STRATEGIES FOR PROVIDING SOCIAL, EMOTIONAL & ACADEMIC SUPPORT
* Principals and teachers will revisit plan for refinement with a report given to superintendent at mid and end of year.
* Academic coach @ M.V.
* Levy-funded counselor @ MV *
Home visits made by all K and preschool teachers.
* TLC for family support in wellness, social svcs., education, parent involvement.
* Parent centers in all schools.
* Since this will conclude our five year plan, we will once again pull together the original focus groups

Performance Benchmarks

Curriculum Monitoring Process

Integration of Literacy Strategies

Parent Involvement Communication System

Adjustment of Instructional Time

Time and Resources to Support School-Based Learning Communities

Innovative Approaches to Meeting Subgroup Needs

Parents as Respected and Valued Partners

Highly Qualified Teachers

Collaboratively Developed Strategic Plan

Column 1

Use of Data to Target Improvement Efforts

Prioritization and Mapping

Change Based on Internal and External Factors

Culture that Accepts Responsibility for Students

Effective Preschool Programs

Other Strategy
Conflict Resolution/Peer Mediation

Column 2

with parents as valued partners in the education process.
 * Parent resource centers in each school.
* Back-to-School parent paper mailed to ALL parents beginning of school year with info on policies, food service, Title I, sp. ed., schools, safe school info., etc.
* County website developed for parent access.
* Title I Parent Advisory Council
* Pilot parent study groups.
* Parent survey to determine effectiveness of parent programs

PROACTIVE PARENT INVOLVEMENT SYSTEM
* Continue the county's fourteen year practice of having TLC (Teaming for Learning with the Community) meetings four times per year wherein parents, community members, agency representatives, teachers, principals, and education directors and the superintendent meet on the four areas of Head Start: Wellness, Parent Involvement, Social Services, and Education.
* Parent/child workshops, with a focus on bettering the workshops at Mountain View

Column 3

ACADEMIC SUPPORT
* Provide training for ALL teachers of reading, Title I & sp. ed. in DIBELS and how children learn to read.
 * Academic coach @ M.V.
* Data maintained on discipline & shared with ALL staff
* Levy-funded counselor @ MV
* Home visits made by all K and preschool teachers.
* TLC for family support in wellness, social svcs., education, parent involvement.
* Parent centers in all schools.
* Wellness centers in all schools for staff & students.
* Seek out a Responsible Student Program that has proven to be successful in state.

EFFECTIVE TRANSITION PRE K TO POST SECONDARY
* County's child-find (Kiddie Fair) for every child birth to 4.
* Kindergarten registrations @ each school.
* Continue county's practice of Move-Up Day.
* Continue 9th grade orientation.
* Middle school orientation.
* Continue preschool orientation.
 * Continue practice of preschool teachers making home visits beginning& end of year.
* Continue kindergarten home visits.
 * Continue transition meetings

Column 4

Home visits made by all K and preschool teachers.
* TLC for family support in wellness, social svcs., education, parent involvement.
* Parent centers in all schools.
* Wellness centers in all schools for staff & students.
* Pilot a Responsible Student Program.

EFFECTIVE TRANSITION PRE K TO POST SECONDARY
* County's child-find (Kiddie Fair) for every child birth to 4.
* Kindergarten registrations @ each school.
* Continue county's practice of Move-Up Day.
* Continue 9th grade orientation.
* Middle school orientation.
* Continue preschool orientation.
 * Continue practice of preschool teachers making home visits beginning& end of year.
* Continue kindergarten home visits.
 * Continue transition meetings between preschool & K teachers.
 * Develop material(s) for parents on transitions in following categories: Pre-K to K, primary to middle, middle to high.
 * Develop a plan wherein teachers in 4 & 5, 8 & 9 can meet & plan for transitions between these grade levels.

PARENTS AS

Column 5

* County's child-find (Kiddie Fair) for every child birth to 4.
* Kindergarten registrations @ each school.
* Continue county's practice of Move-Up Day.
* Continue 9th grade orientation.
* Middle school orientation.
* Continue preschool orientation.
 * Continue practice of preschool teachers making home visits beginning& end of year.
* Continue kindergarten home visits.
 * Continue transition meetings between preschool & K teachers.
 * Parent survey on plan see **PARENTS AS PARTNERS**
 * Initiate plan for teachers in 4 & 5, 8 & 9 meeting to plan for transitions between these grade levels.

PARENTS AS RESPECTIVE AND VALUED PARTNERS
* Continued training on Ruby Payne's work.
 * Parent resource centers in each school.
* Continued Back-to-School parent paper mailed to ALL parents.
 * County website maintained for parent access.
* Title I Parent Advisory Council
* Title I parent study group.
* Refine each school's improvement plan operated for parents with input from parents.

Column 6

(teachers, students, parents, agency reps. & community leaders) to revisit the plan & results.

EFFECTIVE TRANSITION PRE K TO POST SECONDARY
* County's child-find (Kiddie Fair) for every child birth to 4.
* Kindergarten registrations @ each school.
* Continue county's practice of Move-Up Day.
* Continue 9th grade orientation.
* Middle school orientation.
* Continue preschool orientation.
 * Continue practice of preschool teachers making home visits beginning& end of year.
* Continue kindergarten home visits.
 * Continue transition meetings between preschool & K teachers.
* Revisit vertical transition teacher meeting plan for modification and input.

PARENTS AS RESPECTIVE AND VALUED PARTNERS
* Continued training on Ruby Payne's work.
 * Parent resource centers in each school.
* Continued Back-to-School parent paper mailed to ALL parents.
 * County website maintained for parent access.
* Title I Parent Advisory Council
* Title I parent study group.

School.
* Title I Parent Advisory Councils.
* Title I will send to every Title I parent's home the Title I policy & compacts.
* Title I will send to Title I parents an end-of-year survey to further improve services to parents.
* Title I will have the school's parent compact printed on a magnet for home visibility in addition to the paper copy.
* Continued parent resource centers @ each school.
* Parent resource coordinators meet with superintendent on parent volunteer handbook revision.
* Continue contracting for a parent coordinator to serve Mt. V. & P. El.

CHANGE BASED ON INTERNAL AND EXTERNAL FACTORS
* The county will use the county's data in an analytic manner with program directors, principals, and teaching staff.
* The county will have a trained teacher who works in conjunction with the school principal on data analysis & how it is shared with teachers.
* The superintendent will share county data

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between preschool & K teachers.
* WVDE training for preschool & K teachers on preschool & its impact on kindergarten.
* WVDE training for preschool & K teachers on effective transition meetings.

PARENTS AS RESPECTIVE AND VALUED PARTNERS
* Provide training on Ruby Payne's work – understanding varying cultural standards & gaining respect for parents from all socio-economic levels.
* Parent resource centers in each school.
* Expansion of Back-to-School parent paper mailed to ALL parents.
* Continuation of GEAR-UP.
* FMRS support of parents in grant-funded program @ P.E.
* County website maintained for parent access.
* Title I Parent Advisory Council
* Title I parent study group.
* Share results of 05-06 parent surveys & have each school submit improvement plan as part of their strategic plan in areas parents noted for improvement.
* Train teachers at Mountain View School on student-led conferences.
* Pilot student-led conferences at Mountain View School

PROACTIVE PARENT INVOLVEMENT

RESPECTED & VALUED PARTNERS
* Continued training on Ruby Payne's work.
* Parent resource centers in each school.
* Continued Back-to-School parent paper mailed to ALL parents.
* Continuation of GEAR-UP.
* Work with FMRS to grow parent program to Mt. V.
* County website maintained for parent access.
* Title I Parent Advisory Council
* Title I parent study group.
* Review of how well each school's improvement plan operated for parents.
* Parent training on new math prioritized curriculum.
* Spread student led conferences to P.El.

PROACTIVE PARENT INVOLVEMENT SYSTEM
* Continue the county's fifteen year practice of having TLC (Teaming for Learning with the Community) meetings four times per year wherein parents, community members, agency representatives, teachers, principals, and education directors and the superintendent meet on the four areas of Head Start: Wellness, Parent Involvement, Social Services, and Education.
* Continue

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* Continuation of student led conferences.
* Survey parents on how useful material (s) were for them on transitions. Revise material as needed. (See EFFECTVIE TRAINSTIONS)

PROACTIVE PARENT INVOLVEMENT SYSTEM
* Continue the county's fifteen year practice of having TLC (Teaming for Learning with the Community) meetings four times per year wherein parents, community members, agency representatives, teachers, principals, and education directors and the superintendent meet on the four areas of Head Start: Wellness, Parent Involvement, Social Services, and Education.
* Continue parent/child workshops.
* Continue the county's Title I Parent Advisory Council.
* Title I will send to every Title I parent's home the Title I policy & compacts.
* Title I will send to Title I parents an end-of-year survey to further improve services to parents.
* Title I will have the school's parent compact printed on a magnet for home visibility in addition to the paper copy.
* Continued parent resource

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* Refine each school's improvement plan operated for parents with input from parents.
* Continuation of student led conferences.

PROACTIVE PARENT INVOLVEMENT SYSTEM
* Continue the county's fifteen year practice of having TLC (Teaming for Learning with the Community) meetings four times per year wherein parents, community members, agency representatives, teachers, principals, and education directors and the superintendent meet on the four areas of Head Start: Wellness, Parent Involvement, Social Services, and Education.
* Continue parent/child workshops.
* Continue the county's Title I Parent Advisory Council.
* Title I will send to every Title I parent's home the Title I policy & compacts.
* Title I will send to Title I parents an end-of-year survey to further improve services to parents.
* Title I will have the school's parent compact printed on a magnet for home visibility in addition to the paper copy.
* Continued parent resource centers @ each

with ALL school personnel on the first day of the school year. * Write the county strategic plan based on in-coming data not only from WESTEST but from other source such as PRIDE survey, attendance and retention information, ACT Explore, SAT, Writing Assessment, etc. This plan also developed in conjunction with diverse group of individuals: teachers, students, parents, community leaders & agency reps. * The schools develop their strategic plan based on county goals and objectives * Develop professional in-service on areas of concern uncovered by data analysis.	**SYSTEM** *** Continue the county's fifteen year practice of having TLC (Teaming for Learning with the Community) meetings four times per year wherein parents, community members, agency representatives, teachers, principals, and education directors and the superintendent meet on the four areas of Head Start: Wellness, Parent Involvement, Social Services, and Education.** *** Continue parent/child workshops.** *** Continue the county's Title I Parent Advisory Council.** *** Title I will send to every Title I parent's home the Title I policy & compacts.** *** Title I will send to Title I parents an end-of-year survey to further improve services to parents.** *** Title I will have the school's parent compact printed on a magnet for home visibility in addition to the paper copy.** *** Continued parent resource centers @ each school.** *** Parent resource coordinators meet with superintendent on parent volunteer handbook revision.** *** Continue contracting for a parent coordinator to serve Mt. V. & P. El.**	**parent/child workshops.** *** Continue the county's Title I Parent Advisory Council.** *** Title I will send to every Title I parent's home the Title I policy & compacts.** *** Title I will send to Title I parents an end-of-year survey to further improve services to parents.** *** Title I will have the school's parent compact printed on a magnet for home visibility in addition to the paper copy.** *** Continued parent resource centers @ each school.** *** Parent resource coordinators meet with superintendent on parent volunteer handbook revision.** *** Continue contracting for a parent coordinator to serve Mt. V. & P. El.** *** Parent training on the math curriculum (See Formative Assessment – Math)** CHANGE BASED ON INTERNAL AND EXTERNAL FACTORS * The county will use the county's data in an analytic manner with program directors, principals, and teaching staff. * The county will have a trained teacher who works in conjunction with the school principal on data analysis &how it is shared with teachers. * The county plan	**centers @ each school.** *** Parent resource coordinators meet with superintendent on parent volunteer handbook revision.** *** Continue contracting for a parent coordinator to serve Mt. V. & P. El.** CHANGE BASED ON INTERNAL AND EXTERNAL FACTORS * The county will use the county's data in an analytic manner with program directors, principals, and teaching staff. * The county will have a trained teacher who works in conjunction with the school principal on data analysis &how it is shared with teachers. * The county plan will continue to be revised on a yearly basis based on results and data analysis. * The county plan will continue to use Assembly Required as the guiding model for system change. * The reading initiative (see FORMATIVE ASSESSEMENT – Reading) will also be revisited based on the success with subgroups and analysis of DIBELS data. * The county professional staff development council will also use data to develop plan for in-service for following fall.	**school.** *** Parent resource coordinators meet with superintendent on parent volunteer handbook revision.** *** Continue contracting for a parent coordinator to serve Mt. V. & P. El.** CHANGE BASED ON INTERNAL AND EXTERNAL FACTORS * The county will use the county's data in an analytic manner with program directors, principals, and teaching staff. * The county will have a trained teacher who works in conjunction with the school principal on data analysis &how it is shared with teachers. * The county plan will continue to be revised on a yearly basis based on results and data analysis. * The county plan will continue to use Assembly Required as the guiding model for system change. * The reading initiative (see FORMATIVE ASSESSEMENT – Reading) will also be revisited based on the success with subgroups and analysis of DIBELS data. * The county professional staff development council will also use data to develop plan for in-service for following fall.

		CHANGE BASED ON INTERNAL AND EXTERNAL FACTORS * The county will use the county's data in an analytic manner with program directors, principals, and teaching staff. * The county will have a trained teacher who works in conjunction with the school principal on data analysis &how it is shared with teachers. * The county plan will be revised based on in-coming data from previous year and results of plan to date. * Develop professional in-service on areas of concern uncovered by data analysis. * Since school reform research points to effective change through factors such as support, ownership, & collaboration this plan will be vested in practices such as (1) professional development support in reading, math, writing (2) development of ownership through study groups and teacher leaders and (3) collaboration with grade level team meetings and teacher focused planning meetings.	will continue to be revised on a yearly basis based on results and data analysis. * The county plan will continue to use Assembly Required as the guiding model for system change. * The reading initiative (see FORMATIVE ASSESSEMENT – Reading) will also be revisited based on the success with subgroups and analysis of DIBELS data. * The county professional staff development council will also use data to develop plan for in-service for following fall.		

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Performance Benchmarks	
Curriculum Monitoring Process	
Integration of Literacy Strategies	
Parent Involvement Communication System	
Adjustment of Instructional Time	The 1994 report of the National Education Commission on Time and Learning, Prisoners *of Time,* is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, *Prisoners of Time: Report of the National Educational Commission on Time and Learning,* April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)
Time and Resources to Support School-Based Learning Communities	Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement."" /> Fuchs, L.S., Fuchs, D (2002)
Innovative Approaches to Meeting Subgroup Needs	Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur.<:namespace prefix = o /> Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Marzano, Robert J. (2003). What Works In Schools Alexandria, Va.. Association for the Supervision and Curriculum Development Payne, Ruby K. (1996). A Framework for Understanding Poverty. Highlands, TX. Aha! Process, Inc. There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in

schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research."" />

The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.

Lezotte, Lawrence W. (1991) *Correlates of Effective Schools.* Okemis, MI Effective Schools Products, Ltd.

Parents as Respected and Valued Partners	More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994). Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."
Highly Qualified Teachers	Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. "" /> Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. *Education Policy Analysis Archives,* Vol. 8 Number 1. The US Department of Educations' *Secretary's Third Annual Report on Teacher Quality, (2004) states:* "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21st Century proficient teachers is apparent. *Secretary's Third Annual Report on Teacher Quality.* Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html
Collaboratively Developed Strategic Plan	
Use of Data to Target Improvement Efforts	High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" /><:namespace prefix = st1 />Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than

	standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (*Guide to Using Data in School Improvement Efforts*. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory."" /><:namespace prefix = o /> Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources. Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)
Prioritization and Mapping	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, <u>Summative versus Formative Assessment</u>, *Teaching and Learning Technologies, TIP)*
Change Based on Internal and External Factors	Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993) Dufour, Richard and Robert Eaker (1998)
Culture that Accepts Responsibility for Students	
Effective Preschool Programs	
Other Strategy Conflict Resolution/Peer Mediation	

Technology Plan

Submitted by - pal57701 2007-06-19 13:37:13.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology Needs Assessment

All computers in the school system will be Windows 98 and above. All labs in Monroe County schools are running Windows XP: Mountain View elementary, James Monroe High School, Monroe County Technical Center, Peterstown Elementary and Peterstown Middle school. All schools have a T1 line, and switches are 100 Mbps. Wireless access points will be added to Peterstown Middle School, Monroe County Board Office for staff development, and James Monroe High School. Wireless labs will be added to complement curriculum at each school as funds permit. Reading and math lab areas will be added to aid in benchmarking.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology Integration ,Technology Integration

Associated High Yield Strategies Use of Data to Target Improvement Efforts

Action Step Tech/1: Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology.

1 - Meet with school tech. reps

2 - Update digital divide by October 2007.

3 - Computers will be replaced with XP machines at each school by need as data from the digital divide indicates.

4 - Use funds available to maintain, implement, and repair to provide a stable network infrastructure

5 - Increase technology opportunities by upgrading and installing computer labs in all schools

6 - Tech center and high school technology committees will decide how to spend funds according to tech plans

7 - Use PDA'S to do walk throughs to monitor student achievement and professional development needs.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 8, 2010	?	?

Purpose To use efficiently the software and allow students to have access to the latest technologies.	**Persons Responsible** County Tech. Team	**Target Audience** Students at each school	

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 County Strategic Pla

Associated Goals/Objectives Reading Mastery

Associated High Yield Strategies Adjustment of Instructional Time ,Integration of Literacy Strategies ,Innovative Approaches to Meeting Subgroup Needs ,Use of Data to Target Improvement Efforts

Action Step Development of a K-3 reading team piloted @ Mt. View School.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 20, 2007	June 10, 2008	August 20, 2007	June 10, 2008

Purpose The purpose of this team is three-fold: to become highly trained in RTI and best reading practices based on research and then assist teachers at Mountain View on establishment of a highly functioning and effective RTI model for delivery of reading instruction.

Persons Responsible Title I director, team members

Target Audience Teachers in grades K-3

Professional Development Coaching ,Learning Community ,Trainer Led

Federal Compliances Title I 02. NCLB Improvement ,Title I 03. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section Title I

Associated Goals/Objectives Reading Mastery ,Math Mastery

Associated High Yield Strategies Use of Data to Target Improvement Efforts

Action Step All administrators, counselors & teachers will participate in systematic data analysis of academic indicators.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
September 1, 2003	May 30, 2008	September 1, 2003	June 2, 2008

Purpose To find & target areas for improvement & to determine which students would benefit from RTI. To determine what revisions need to be made to federal projects and strategic plan.

Persons Responsible Superintendent, county instructional directors, attendance director, principals and academic coaches directors of instructon

Intended Impact on Audience Professionals honing skills in relation to data disaggregation and use for student achievement

Professional Development Trainer Led

Federal Compliances Title I 01. Local Review of Accountability Indicators ,Title I 03. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section Title I

Associated Goals/Objectives None

Associated High Yield Strategies Use of Data to Target Improvement Efforts

Action Step NCLB IMPROVEMENT/ IDENTIFICATON - The LEA will assist low achieving schools who are identified as being in need of improvement. The Title I director will contact the identified school's principal to inform him or her that the school has been so identified and to explain the sanctions applicable to the school's identification. The principal will subsequently meet with his or her staff to explain this information. This notification will be documented.

2 -

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 24, 2007	September 3, 2007	August 24, 2007	September 3, 2007

Purpose To aid the process of the school making AYP.

Persons Responsible Superintendent and drector Title I

Target Audience Teachers, Principals and parents of Title I schools.

Professional Development Trainer Led

Federal Compliances Title I 01. Local Review of Accountability Indicators ,Title I 02. NCLB Improvement, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section Title I

Associated Goals/Objectives None,Writing Assessment ,Reading Mastery ,Math Mastery ,Technology Integration ,Technology Integration

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Parents as Respected and Valued Partners ,Collaboratively Developed Strategic Plan ,Change Based on Internal and External Factors ,Use of Data to Target

Improvement Efforts

Action Step NCLB IMPROVEMENT/TECHNICAL ASSISTANCE - The LEA will provide technical assistance to any school identified for improvement by establishing a school support team for identified schools. This will be accomplished in the following manner. 1. The Title I director will work hand-in-glove with the principal to establish a school support team made up of teachers, support personnel and parents 2. The Title I director will work with and see that the school's principal and staff have scheduled and met to thoroughly review and analyze all facets of the school's operation to include the instructional program. 3. The superintendent and directors of Title I and special education will meet to conduct a peer review of the plan once done but the Title I director will monitor the plan as it is being devised to be certain that the plan is meeting rubric benchmarks. The plan will also be sent to teachers and parents for review prior to submission. 4. The Title I director will meet on a regular basis with the school improvement team to assist with improvement to identify and implement research-based professional development strategies that address issues that put the school on improvement 5. The Title I director will assist the school in analyzing and revising the school budget to be certain that not less than 10% of the school's allocation is used for professional development.

3 -

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
September 17, 2007	May 30, 2008	September 17, 2007	May 30, 2008

| **Purpose** Providing technical assistance | **Persons Responsible** Title I director in conjunction with superintendent and Director of student services | **Target Audience** Principal, teachers, parents in identified school. | |

Professional Development Learning Community ,Self-Study

Federal Compliances Title I 01. Local Review of Accountability Indicators ,Title I 02. NCLB Improvement ,Title I 09. Additional Assessments and Educational Assistance, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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Plan Section Special Education

Associated Goals/Objectives Writing Assessment ,Reading Mastery ,Math Mastery ,Technology Integration ,Technology Integration

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills ,Use of Data to Target Improvement Efforts

Action Step Increase use of technology/ benchmarking software.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 2, 2007	June 8, 2008	August 26, 2008	?

| **Purpose** Mini Computer labs of 5 will be placed in each special education classroom to enable use of Odyssey software for benchmarking purposes. | **Persons Responsible** CASE and Technology Director | **Target Audience** SWDs | **Intended Impact on Audience** SWDs will increase math skills. |

| **Professional Development** Coaching ,Self-Study ,Trainer Led | **Professional Development Other Description** Technology director will work with benchmark coordinators to ensure full knowledge of software and interpretation of data. | **Federal Compliances** Technology 02-Technology Integration for 21st Century Skills/Student Achievement | |

Plan Section Technology

Associated Goals/Objectives Technology Integration ,Technology Integration

Associated High Yield Strategies None

Action Step TECH/2: Focus on 21st century technology tools and resources that improve achievement of all students with special emphasis on high need and poverty students.

1 - Hold yearly meetings with technology school reps. to decide on technology needs for Tools For Schools monies

2 - Increase use of technology/ benchmarking software.

3 - Tools for Schools monies will be allocated to each elementary school on a rotational basis.

4 - Use Reinventing Education lesson plans and or Odyssey software to target specific deficiencies from the WESTEST.

5 - Use SAS curriculum pathways that provide traditional and innovative resources in the core disciplines in grades 8-14.

6 - Administrators use online tools provided by the WVDE to monitor the HQT status of teachers.

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

Purpose To improve the   **Persons Responsible**   **Target Audience** all

use of 21sr century tools   Tech Coord./School reps   students
and resources for
improved student
achievement.

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

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

Plan Section Title I

Associated Goals/Objectives Connectedness   **Associated High Yield Strategies** None,Parents as Respected and
Valued Partners ,Parent Involvement Communication System ,Use of
Data to Target Improvement Efforts

Action Step LOCAL REVIEW OF ACCOUNTABILITY INDICATORS - DETERMINE, DISSEMINATE, NOTIFY AND PUBLICIZE -
Monroe County will conduct a local review of accountability indicators as provided in Title I section 1116. To do this, the county
will do the following. 1. Determine and disseminate the AYP status of all its Title I schools in the district as soon as this
information is released. This is done by the superintendent and office directors reviewing the data for correctness. Once done, the
superintendent will call a meeting with all school principals. 2. At this meeting, each school's AYP information as well as the
results of the WESTEST will be shared with principals by means of an administrative cabinet meeting prior to the official school
year beginning. 3. Prior to the first day of school for students, the superintendent will notify ALL staff of the results of the
WESTEST for each school as well as its AYP status. 4. This information will also be publicized to the community by way of the
local newspaper and other media available at the time. 5. The WESTEST results off be made public to parents through the school
report card. 6. Prior to school beginning, informational letters will go out to parents whose children are in Title I schools not
making AYP.

1 -

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 13, 2007	August 20, 2007	August 22, 2007	August 23, 2007

Purpose To DETERMINE, DISSEMINATE, NOTIFY AND PUBLICIZE WESTEST & AYP status	**Persons Responsible** Superintendentand Title I director	**Target Audience** Principals, all professionals,parents, community

Professional Development Learning Community ,Trainer Led ,Web Based	**Professional Development Other Description** AYP and WESTEST information shared, explained to staff by superintendent	**Federal Compliances** Title I 01. Local Review of Accountability Indicators ,Title I 03. Professional Development, Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology   **Associated High Yield Strategies** None
Integration ,Technology Integration

Action Step TECH/3: Ensure a robust internal communications network

1 - To provide a safe school environment by maintaining a stable network, for communication within the whole school community by the use
of pagers, cell phones, land lines, and the Internet.

2 - Update calling system monthly.

3 - The county will provide voice and long distance service within the school system to enhance communication with student homes, county
offices and within the community.

4 - To provide access to the internet for improved communication between school, home and community,

5 - Provide cellular, paging service to enhance communication with student homes, schools and county offices.

6 - Provide funds for each school to access the Internet, WVEIS on highband circuits.

7 - Provide funds to install, repair or replace network cabling as needed.

8 - Add phone lines throughtout school system to meet communication needs.

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

Purpose Improve communication, provide access to internet, and access to WVEIS.	**Persons Responsible** Tech. Coord.	**Target Audience** all stakeholders

Federal Compliances Technology 03-
Providing Collaboration/Communication

Tools (Telecommunications
Network/Email)

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

Plan Section Title I

Associated Goals/Objectives None,Reading
Mastery ,Math Mastery

Associated High Yield Strategies None,Curriculum Monitoring
Process ,Performance Benchmarks ,Adjustment of Instructional
Time ,Innovative Approaches to Meeting Subgroup Needs ,Use of
Data to Target Improvement Efforts

Action Step ADDITIONAL ASSESSMENTS & EDUCATIONAL ASSISTANCE - The Monroe County Title I Program will ensure
that a tiered instructional model is in place to benchmark and progress monitor student achievement beyond the WESTEST. In
reading these additional assessments will be in the form of DIBELS. PALMS will be purchased for use in Title I schools. Teachers
will be given professional development in the use of these instruments. The district is also contracting with Wireless Generation
for software for use with PALMS and will provide training in this early in the school year on how to use the accompanying
software to monitor student progress in reading. Principals will also be trained by Steven King on how he monitors student
achievement in his school. Principals will also be trained by Houghton Mifflin (core program) on methods to monitor for fidelity.
Teachers will also receive training in the core program for one full day in the fall with follow-up training later in the fall as they gain
familiarity with the program. The classroom teachers will conduct their own progress monitoring for reading and will be assisted
with benchmarking by intervention teachers. The county has also assembled a math cadre who has been trained the summer of
2007 in standards based math and has worked on math benchmarks. This team has reviewed progress monitoring instruments
and has chosen to use Odyssey for now as the instrument for benchmarking and progress monitoring. The LEA will ensure that
Title I schools will use these reading and math assessments to diagnose, plan, and provide supplemental instruction for students
who might be at risk through a three tier process modeled on Response to Intervention. Mountain View teacher leaders and the
principal will have taken the WVDE K-3 reading model training and will develop a plan for the better implementation of their
existing tiered instructional model. Emphasis this year will be on tier one. To assist schools in identifying students who may at risk
academically and coordinate and integrate services for students who are disabled, migratory, neglected, delinquent or homeless,
the Title I program is working with the SAT process, progress monitoring, and other agencies to aid in identification and
educational assistance. MCS is actually going into its third year of addressing RTI for students who are at risk and we are
learning more how to improve what we have begun. We contracted with a trainer who works in a WVDE pilot RTI school in
Kanawha County to provide professional development to the Title I & Special Education directors, superintendent, and principals
on how to identify, coordinate d integrate services for students who fall into risk categories. We had begun a tiered instructional
model but as stated in another action step, our main focus this year will be how to establish tier one well and maintain fidelity to
the core program in reading.

14 -

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
August 24, 2007	May 30, 2008	?	?

Purpose To support additional student assessments	**Persons Responsible** Directors of Title I and special education	**Target Audience** Teachers in Title I schools	
Professional Development Trainer Led		**Federal Compliances** Title I 09. Additional Assessments and Educational Assistance, Technology 04-Increased Access for Students and Teachers to 21st Century Tools	

Plan Section Technology

Associated Goals/Objectives Technology
Integration ,Technology Integration

Associated High Yield Strategies None

Action Step create a wan to tie all schools together

1 -   Talk to providers and get quotes.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
November 16, 2007	June 30, 2010	?	?

Purpose Consolidate servers and software.	**Persons Responsible** Tech. persons at each school		
		Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools	

Plan Section Technology

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

Action Step TECH/4: Provide increased access for students and teachers to 21st century tools and resources.

   1 - Install 3 XP computers in every core curriculum classroom.

   2 - Mini Computer labs of 5 will be placed in each special education classroom to enable use of Odyssey software for benchmarking purposes.

   3 - Provide access to standards-based web sites to enhance curriculum.

   4 - To provide access to the internet we will continue to use our T1 lines in an efficient manner.

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

Purpose To improve the integration of 21st tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement.

Persons Responsible Tech Coord.

Target Audience Students and teachers.

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

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Plan Section Technology

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

Action Step TECH/5: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources.

   1 - To provide infrastructure and equipment for distance learning lab.

   2 - Provide online/distance courses when not otherwise available in the school setting.

   3 - Provide middle school Spanish by the WV Virtual school

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

Purpose To provide rigor, enhance learning and improve achievement.

Persons Responsible Tech Coord., Principals, Teachers

Target Audience Students

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

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

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Plan Section County Strategic Pla

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

Action Step To provide open access to parents and community to all schools after school hours for continuing education.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 15, 2010	January 1, 1999	January 1, 2010

Purpose Increase technology opportunities.

Persons Responsible School Contacts, Grants coordinator

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

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Plan Section Technology

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

Action Step TECH/6: Promote parental involvement and improved collaboration with community/home throuh use of 21st century tools and resources.

    1 - To provide open access to parents and community to all schools after school hours for continuing education.

    2 - Subscribe to a web-hosting service such as ChalkSite or Edline.

    3 - Implement and sustain an automatic absence notification system countywide.

    4 - Use county and school web sites to communicate with students , families and community.

    5 - Use e-mail to communicate with students parents, and other staff.

    6 - Add voicemail to school phone systems to allow for better communication throughout the day

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

Purpose Improve communication.	**Persons Responsible** Tech. coord	**Target Audience** all
		Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration

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Technology 07-Professional Development for 21st Century Instruction

Plan Section County Strategic Pla

Associated Goals/Objectives Reading Mastery ,Math Mastery ,Technology Integration ,Technology Integration　　　**Associated High Yield Strategies** Prioritization and Mapping ,Adjustment of Instructional Time ,Strategies that Develop Students having 21st Century Learning Skills ,Use of Data to Target Improvement Efforts

Action Step MCS will employ instructional coach/ benchmark coordinators for PMS and JMHS.

    - Instructional Coach will provide services for JMHS in the content areas of Science and Mathematics.. Instructional Coach will provide assistance on Benchmark assessment to include development of Formative Assessment Training from Odyssey.

    - Instructional Coach will provide services for PMS and JMHS in the content area of Reading/ Language Arts. Instructional Coach will provide assistant on Benchmark assessment to include Dibels and Odyssey.

    - Instructional Coach will provide services for PMS in the content area of Mathematics. Instructional Coach will provide assistance on Benchmark assessment to include use of Odyssey.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 8, 2008	?	?

Purpose To provide teachers with classrooms strategies on differentiated instruction, 21st century skills and use of data to compact curriculum delivery.	**Persons Responsible** Assistant Superintendent and Instructional Coaches	**Target Audience** Students at PMS 5-8 and JMHS 9-10
Professional Development Trainer Led	**Professional Development Other Description** Use days during the summer to train benchmarkers.	**Federal Compliances** Title I 03. Professional Development, Technology 07-Professional Development for 21st Century Instruction

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Plan Section Technology

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

Action Step TECH/7: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources.

    1 - Continuous training in DIBELS for new teachers who have not been trained

    2 - Instructional Coach will provide services for JMHS in the content areas of Science and Mathematics.. Instructional Coach will provide assistance on Benchmark assessment to include development of Formative Assessment Training from Odyssey.

    3 - Instructional Coach will provide services for PMS and JMHS in the content area of Reading/ Language Arts. Instructional Coach will provide assistant on Benchmark assessment to include Dibels and Odyssey.

    4 - Instructional Coach will provide services for PMS in the content area of Mathematics. Instructional Coach will provide assistance on Benchmark assessment to include use of Odyssey.

    5 - Provide training for teachers on SAS curriculum

    6 - Teachers will be assisted in their ability to become highly proficient in the use of technology through technical assistance from

InfoSource training

    7 - Train teachers to align curriculum to Marco Polo lessons and integrate them into the classroom

    8 - Train teachers in the use of the basic skills program "Odyssey".

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

Purpose To provide rigor and enhance achievement.

Persons Responsible Tech. Coord

Target Audience Teachers/principals

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

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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Special Education

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

Action Step MCS will repair and maintain computer equipment for SWD/ audiological equipment; calibration of equipment/ other.

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

Purpose To ensure SWD have continual access to appropriate assistive technology; top ensure administrative support is uninterrupted

Persons Responsible CASE

Target Audience SWD

Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 08-Maintenance and Repair of 21st Century Tools

Federal Compliance Monies $ 5,000.00

SpecEd Pre-School‑$ 500.00 SpecEd State Funds‑$ 4,500.00

Plan Section Technology

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

Action Step MCS will repair and maintain assistive technology for SWD/ administrative equip. & technology

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2009	?	?

Purpose To ensure SWD have continual access to appropriate assistive technology; top ensure administrative support is uninterrupted

Persons Responsible D. Lundeen

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

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Plan Section Technology

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

Action Step TECH/8: Maintain and repair all computer equipment and internal connections.

    1 - MCS will repair and maintain computer equipment for SWD.

    2 - Provide one computer technician from RESA to work in the schools to provide timely maintenance, software updates and anti-virus protection for all technology in the schools

    3 - Use funds available to maintain, implement, and repair to provide a stable network infrastructure.

    4 - Rely on TFS vendor help desk for maintenance support.

    5 - Use Norton anti-virus and windows updates to ensure reliability of the network.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End**

| July 1, 2007 | June 30, 2010 | ? | **Date** |
| | | | ? |

Purpose To provide a stable robust learning environment.

Persons Responsible RESA 1, Tech Coord.

Target Audience all

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

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Technology 09-Adult Literacy

Plan Section Technology

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

Action Step TECH/9: Collaborate with adult literacy.

    1 - Encourage usage of the schools computer labs to parents and community groups by using the PTA or PTO to inform of times and dates available.

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

Purpose To improve 21st century tools and resources.

Persons Responsible Tech. Coord.

Target Audience all

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
554911	1542175	James Monroe High School	33,121.00		23,184.70	0.00
		State Totals - Secondary TFS	50,343.00		36,962.30	13,380.70

Funding Source	Year		Annual	Disc%	Commit	County Match
554387	1541983	Mountain View Elementary and Middle School	35,189.00	80	28,151.20	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
		Peterstown Elementary School	53,457.00	80	42,765.60	0.00
		State Totals - Elemenary TFS	88,646.00		70,916.80	17,729.20

Funding Source	Year		Annual	Disc%	Commit	County Match
554404	1541739	Peterstown Middle School	17,222.00		13,777.60	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	24,960.00		18,970.00	5,990.00
		Data Lines	32,340.00		24,578.00	7,762.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	175,546.00		135,455.00	40,091.00
		Internet Access	0.00		0.00	0.00
		Long Distance	4,200.00		3,192.00	1,008.00
		Paging	6,840.00		5,198.00	1,642.00
		Voice	25,160.00		19,121.60	6,038.40

Funding Source	Year		Annual	Disc%	Commit	County Match
		WAN	0.00		0.00	0.00
		Web Hosting	10,000.00		9,300.00	700.00
		E-rate Totals	279,046.00		215,814.00	63,232.00
TFS/Elementary E-rate Application	2008	Mountainview Elementary	35,189.00	80	28,151.20	7,037.80
		Peterstown Elementary	53,557.00	80	42,765.60	10,791.40
		State Totals - Elementary TFS	88,646.00		70,917.00	17,729.00
		State Totals - TFS/Elementary	88,746.00		70,916.80	17,829.20
TFS/Secondary E-rate Application	2008	James Monroe HS	31,988.00	80	25,590.40	6,397.60
		Peterstown MS	16,604.00	80	13,283.20	3,320.80
		State Totals - TFS/Secondary	48,592.00		38,873.60	9,718.40

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	24,960.00		18,969.60	5,990.40
		Data Lines	32,340.00		24,578.40	7,761.60
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	175,546.00		135,454.80	40,091.20
		Internet Access	0.00		0.00	0.00
		Long Distance	4,200.00		3,192.00	1,008.00
		Paging	6,840.00		5,198.40	1,641.60
		Voice	23,160.00		17,601.60	5,558.40
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	267,046.00		204,994.80	62,051.20
TFS/Elementary E-rate Application	2007	Mountainview Elementary	35,189.00	80	28,151.20	7,037.80
		Peterstown Elementary	53,557.00	80	42,765.60	10,791.40
		State Totals - TFS/Elementary	88,746.00		70,916.80	17,829.20
TFS/Secondary E-rate Application	2007	James Monroe HS	31,988.00	80	25,590.40	6,397.60
		Peterstown MS	16,604.00	80	13,283.20	3,320.80
		State Totals - TFS/Secondary	48,592.00		38,873.60	9,718.40

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2006	Cellular	26,400.00		20,856.00	5,544.00
		Data Lines	32,340.00		25,548.60	6,791.40
		Internal Conn Maint	30,680.04		24,527.23	6,152.81
		Internal Connections	231,998.00		181,736.80	50,261.20
		Internet Access	0.00		0.00	0.00
		Long Distance	4,800.00		3,792.00	1,008.00
		Paging	6,600.00		5,214.00	1,386.00
		Voice	22,800.00		18,012.00	4,788.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	355,618.04		279,686.63	75,931.41
State Basic Skills E-rate Application	2006	Mountainview Elementary	35,145.00	80	28,116.00	7,029.00
		Peterstown Elementary	53,401.00	80	42,720.80	10,680.20
		State Totals - BS/CE	88,546.00		70,836.80	17,709.20
State SUCCESS E-rate Application	2006	James Monroe HS	36,484.80	80	29,187.84	7,296.96
		Peterstown MS	18,862.80	80	15,090.24	3,772.56
		State Totals - SUCCESS	55,347.60		44,278.08	11,069.52

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	13,200.00		10,560.00	2,640.00
		Data Lines	44,040.00		35,232.00	8,808.00

	Internal Conn Maint	35,270.80		28,216.64	7,054.16
	Internal Connections	13,586.38		10,869.10	2,717.28
	Internet Access	0.00		0.00	0.00
	Long Distance	4,800.00		3,840.00	960.00
	Paging	5,040.00		4,032.00	1,008.00
	Voice	22,800.00		18,240.00	4,560.00
	Web Hosting	0.00		0.00	0.00
	E-rate Totals	138,737.18		110,989.74	27,747.44
State Basic Skills E-rate Application 2005	Mountain View ES	3,644.40	80	2,915.52	728.88
	Peterstown ES	6,050.00	80	4,840.00	1,210.00
	State Totals - BS/CE	9,694.40		7,755.52	1,938.88
State SUCCESS E-rate Application 2005	James Monroe HS	7,118.60	80	5,694.88	1,423.72
	Peterstown MS	9,496.38	80	7,597.10	1,899.28
	State Totals - SUCCESS	16,614.98		13,291.98	3,323.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

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

2. If yes, what is the last date of adoption/revision?　　　　　　　　　　　　　　08/01/2005

3. When was the public meeting held for CIPA Compliance?　　　　　　　　　　01/01/1900

4. Provide the URL to your acceptable use policy.

www.monroecountyschoolswv.org

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	5	0	5
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	1	1
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 sdentify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0

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

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

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

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process