

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

NICHOLAS COUNTY SCHOOLS NICHOLAS COUNTY BOARD OF EDUCATION

400 OLD MAIN DRIVE

SUMMERSVILLE WV 26651-0

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	High School Principal	Bill Hutchinson
	Superintendent	Beverly Kingery
	High School Principal	Pat Metheny
	Sp Ed Director	Kathy Sibbett
	Technology Coord.	Jack Daugherty
	Vocational Director	Vicki Nutter
	Principal PK-5	Ramona Beverage
	Personnel Director	John Staats
	Principal, 5-8	Fred Amick
	Principal, PK-5	Charles Frazee
	Curriculum Director	Damon Hanshaw
	Attendance Director	Kathy Hypes
	Business & Community	Executive Director, Region IV Planning Council
Business & Community		Rex Haynes
Federal Programs	Business & Community	Robert Johnson
	Title I Director	Linda Keeney
Other	School Nurse	Beth Jordan
	Higher Education	Francis Fry
Parents	Parent	Juanita Frame
	Parent	Lynn Sommerville
	Parent	Becky Church
	Parent	Pam Cline
	Parent	Amy LeRose
	Secretary	Betty Lewis
Service Personnel	Elementary Student	Emily Dorsey
	Elementary Student	Kaylee Vickers
Students	Teacher	Brandon Tinney
	Counselor	Sundie Casto
	Teacher	Bill Anderson
	Elementary Teacher	Rose Gordon
	Middle School Teacher	Vicki Lipscomb
	Teacher	Tammi Gregory
	Teacher Mentor	Susan Barrett
	Secondary Teacher	James Giles
	Teacher Mentor	Marty Davis
	Technology Committee	Computer Specialist

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

The mission of Nicholas County Schools is to deliver a rigorous, high-quality education to all students and to equip all students to make responsible, ethical decisions, to establish positive relationships, and to handle challenging situations successfully.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. through the coordinated efforts of students, schools, families, and community partnerships: a) that all students must acquire critical thinking and problem solving skills as foundational components of their learning; b) and that such learning will become embedded when social/emotional needs, character development and physical well being are addressed by all partners in a positive manner;
2. that students, parents, teachers, administrators and support personnel will partner to: a) promote high expectations and challenging standards; b) promote continuous improvement and high achievement; and c) provide a diverse curriculum and instruction geared to individual differences and learning styles.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	33,425.96
General	59,686.00
Local Levy/Bond Money	104,000.00
Rural and Low Income Schools	134,533.00
Technology E-rate	122,588.04
Technology E-rate County Match	36,617.20
Technology Infrastructure	58,511.00
Technology Local Share	16,612.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	59,712.22
TFS/Elementary Technology	55,219.00
TFS/Secondary Technology	68,102.00
Title I	1,459,853.32
Title II	402,650.00
Title III Language Instruction LEP	2,100.00
Title V	7,376.00
Total	\$ 2,620,985.74

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Our county enrollment has increased this year by 50 students. This is the first increase in ten years. The increase in population may be due to some coal mines reopening. This year our enrollment has increased to 4160 students.

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

Over the past couple of years, we have enrolled 10 minority students. Seven of these students are black and three are hispanic. This creates more of an immediate need to teach our students the importance of being aware and sensitive of ethnic and racial differences. Also, since more of our parent population is minority, we need to reach out to involve them in our schools.

Our county population in 2007 was 26,562. 20% of population was of school age in 2000. The median age is 42. Data indicates that our population is aging which results in a decline in the number of school-age children.

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

10% Households-female w/no husband; 5% w/children under 18

56% of Grandparents are responsible for grandchildren under 18 (229)

19%-Poverty Status (1,165)

22% (773) w/children under 18

26% (292) w/children under 5

% of Children in Poverty: 1998: 26.5% 1999: 26.3% 2000: 25.6 2002: 28.8, 2003: 29.9, 2004 29.9%.

The implication for our school district is the need for understanding the mindset that accompanies poverty. Middle Class teachers are working with high poverty populations. In addition, analysis of trend data for the low ses population reveals a critical need to address closing the achievement gap for this population.

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

The economic stability of the county has begun to decline. More parents' income is below 130% of poverty.

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

The free and reduced lunch count for Nicholas County has increased to 59.5% for this year.. Fifty percent of the grandparents are raising their grandchildren. Child abuse is on the rise. More unmarried teens are having babies. Teen violence has increased. It is difficult for students to concentrate and learn when outside circumstances are overpowering their lives after school.

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?

The most significant area of concern in our county appears to be poverty. Our county also experiences the following:

- illegal drug use within the students' family;
- families in transition;
- physical, emotional and sexual abuse;
- alcohol abuse;
- lack of employment opportunities, the skills to be employable and the initiative to seek employment;
- non-traditional family structure;
- crime and vandalism in and around the homes and our schools.

We feel even though this is not directly evident in our schools, our students are affected by circumstances of their home environment. It is becoming more difficult for a student to concentrate on school work when a meth lab is in the home or when one or both parents are abusive or using drugs.

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

Students are being required to use technology regularly in areas of word processing, reading and math instruction, research, and basic skills acquisition.

- 28 percent of high school students utilize foreign news sources via the Internet to do research.
- 90 percent of children between ages 5 and 17 use computers.
- Teens spend more time online using the Internet than watching television.
- 94 percent of online teens use the Internet for school-related research.

- 60 percent have created their own web pages.

With all that said, due to the socio-economic condition of our county, most of our students do not have home access to up-to-date technology. Our schools, however, do have up-to-date labs that allows our students to explore possibilities that they provide.

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

Summer camp is provided by the County. This program is designed to give students learning opportunities that do not exist during the regular school day... Lack of parental support and multiparent commitment outside the school system does affect student achievement. Survey results indicate that many students work late hours at fast-food establishments. Some students can not function well after spending late hours on athletic trips. Our number of teen-aged mothers is increasing. Other students are expected to provide care for younger siblings while parents work multiple jobs.

PRIORITIES

1. A focus on student achievement, particularly with regard to closing the achievement gap for students with disabilities and low ses students;
- 2.

Effective, differentiated instruction for all students

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Nicholas County did not meet AYP. 2006-07 NCLB Reports: All elementary schools except one met AYP. Cherry River Elementary, Richwood Middle School and Richwood High School are feeder schools and share the same students. There is work to be done starting with the elementary school and moving upward. Both Middle Schools in Special Ed did not meet AYP in the Math or Reading Assessments. Both Secondary Schools met AYP by Confidence Intervals ; All schools that made AYP by Confidence Interval or Averaging is of major concern. Even though Nicholas County students scored 81.34 in reading which is an increase over 81.18 for the previous year. Our proficiency for math was 77.55 which was an increase over last year's score of 76.07. There is still improvement to be made.

WESTEST Confidential Summary Report

We are concerned about schols that dropped in scores from the previous year. We are overly concerned with Birch River Elementary which dropped double digits in reading and math. These schools that had an overall drop in math scores: Richwood High, -0.19; Birch River, -19.75; Beaver, -6.68; Richwood Middle, -1/91; Craigsville, -1.78; and Summersville Elementary, -3.12.

Eleven of the fifteen school dropped in reading. These schools include: Cherry River, -4.48; Richwood High, -4.38; Beaver, -5.74; Birch River, -16.63; Summersville Elementary, - 6.67; Mt. Lookout, -1.92; Richwood Middle, -2.08; Dixie, -1.93; Craigsville, -2.42; Panther Creek, - 3.04; and Mt. Nebo, - 1.60.

WESTEST Confidential Item Analysis Summary

Elementary Schools: In math, it appears that word problems, geometry, elapsed time, and fractions were areas that needed more attention. In reading, some areas that need addressed include summarizing, author's purpose, context clues, and vocabulary skills.

Middle Schools: Testing analysis reveals that a major weakness presents itself in the areas of measurment, fractions, and geometry. The 7th grade show weaknesses in converting decimals to fractions, estimation strategies, order of operations, subtractions of monominals, applying scales and ratios to solve problems, applying formulas to plane figures, and combinations of permutations. 8th grade math weaknesses include graphing, identifying patterns, determining slope of a line, Real-World problems, Classifying polyhedrons, order of rational problems, extending scientific notation, estimating decimals, and fractions. 8th grade social studies weakness include Protector of Rights, Special Interest Groups, Taxes, and Basic Needs. 8th grade Reading Language Arts identify text connections and interpreting literature as a weakness. The girls are out performing the boys in every tested area except science.

WESTEST Confidential Roster Report

2005-2006

Math	Tested	Level 1	Level 2	Level 3	Level 4	Level 5	Prof.
Grade 3	264	2.65	24.24	46.21	20.45	6.44	73.11
Grade 4	251	1.59	15.94	40.24	23.11	19.12	82.47

Grade 5	273	2.56	19.05	40.66	24.91	12.82	78.39
Grade 6	291	4.12	13.06	47.08	25.77	9.97	82.82
Grade 7	306	4.58	12.75	54.90	24.51	3.27	82.68
Grade 8	312	3.53	26.28	41.99	22.76	5.45	70.19
Grade 10	319	6.58	23.51	51.72	14.73	3.45	69.91
<:namespace prefix = st1 /> Reading							
Grade 3	265	4.91	16.98	42.26	31.70	4.15	78.11
Grade 4	252	.79	13.89	50.	30.16	5.16	85.32
Grade 5	274	2.19	21.17	47.08	20.09	5.47	76.64
Grade 6	291	2.06	7.90	43.99	32.30	13.75	90.03
Grade 7	308	1.62	13.96	43.83	32.14	8.44	84.42
Grade 8	319	6.58	23.51	51.72	14.73	3.45	69.91

WV Writing Assessment

Our goal was for everyone of our schools to score 80% proficiency on the West Virginia Writing Assessment. Only two elementary out of eleven schools did so. Panther Creek scored 100% and Mt. Nebo scored 84%. One school scored as low as 19% and the rest of the scores were in between. Nicholas County High School scored 94% while the other high school and both middle schools scored below the 80%. An emphasis has been placed on writing across the curriculum in all schools. We are utilizing Six Trait Writing an the 4 Square graphic organizer.

SAT/ACT Results

	Year 2003	Year 2004	Year 2005	Year 2006
SAT Takers (%)	4.5	3.4	4.3	2.8
SAT Math Mean Score	533	543	558	601
SAT Verbal Mean Score	528	574	539	529
ACT Takers (%)	66.9	65.1	61.3	50.7
ACT Composite	20.0	19.6	20.0	20.5

Only 50% of our student body take the ACT while only two percent take the SAT. The ACT Composite score is 20

ACT Explore - Grade 8 Middle School

Increase Nicholas County ACT EXPLORE scores to above the state in reading, mathematics, and science.

Provide intervention to 8th grade students not on tract to be successful in college according to the ACT College Readiness Benchmarks

Provide mentorship and assistance to the 8th grade at-risk students who said their plans were to quit school when they reached 16

ACT Plan - Grade 10 High School

Increase Nicholas County ACT PLAN scores to above the state in reading, mathematics, and science.

Provide intervention for 10th grade students not on tract to be successful in college according to the ACT College Readiness Benchmarks

Provide mentorship and assistance to the 10th grade at-risk students who said their plans were to quit school when they reached 16

AP Testing Report/AP Rate

	Year 2003	Year 2004	Year 2005	Year 2006
10th Grade Test Takers (%)	0.0	0.0	0.0	0.0
11th Grade Test Takers (%)	0.0	0.3	1.0	12.4
12th Grade Test Takers (%)	0.0	1.9	18.0	33.6
10th Grade Students with APT Score 3 or Higher (%)	0.0	0.0	0.0	0.0
11th Grade Students with APT Score 3 or Higher (%)	0.0	0.0	0.0	15.8
12th Grade Students with APT Score 3 or Higher (%)	0.0	66.7	28.6	40.0

End of Course Testing Report for Career and Technical Education

Course Meeting State Standards

Percent passing Course at School

Wildlife Management 100%

Forestry I 100%

Forestry II 100%

Concepts of Health Care 100%

Health Care Fundamentals 100%

Diversified Clinical Applications 100%

Masonry and Plumbing 50%

Fundamentals of Electricity 100%

Thermal Cutting and Welding 54.55%

Shielded Metal Arc Welding 75%

Gas Metal Arc Welding 100%

Fundamentals of Welding Technology 68.18%

Course Below State Standard

Percent Passing Course at School

Fundamentals of Automotive Technology 38.46%

Fundamentals of Building Construction 40%

Foundation and Framing 22.22%

Fondamentals of Machine Tool Technology 000%

Fundamentals of Drafting 000%

Drafting Techniques 000%

Brakes 30.77%

**NICHOLAS COUNTY SCHOOLS
2005-06 Both Terms**

Course #	Course Name	Total Tested	Average Score	Percent of Students Passing Course	Met Standard
0150	<u>Soil and Plant Science (Agronomy)</u>	17	52	0.00	No
0182	<u>Forestry I</u>	< 5	80	66.67	Yes
0183	<u>Forestry II</u>	< 5	84	100.00	Yes
0711	<u>Health Care Fundamentals</u>	10	85	100.00	Yes
0715	<u>Concepts of Health Care</u>	10	94	100.00	Yes
0717	<u>Clinical Concepts</u>	8	77	87.50	Yes
0719	<u>Diversified Clinical Applications</u>	7	93	100.00	Yes
1401	<u>Accounting Principles I</u>	51	72	50.98	Yes
1403	<u>Accounting Principles II</u>	7	61	14.29	No
1411	<u>Business Computer Applications I</u>	23	83	95.65	Yes
1413	<u>Business Computer Applications II</u>	5	84	100.00	Yes
1439	<u>Introduction to Business and Marketing</u>	13	79	76.92	Yes
1449	<u>Office Management</u>	21	83	85.71	Yes
1623	<u>Basic Engine Concepts</u>	7	85	100.00	Yes
1625	<u>Brakes</u>	11	77	90.91	Yes
1631	<u>Fundamentals of Automotive Technology</u>	11	87	100.00	Yes
	<u>Suspension and</u>				

1637	<u>Steering Diagnosis</u>	15	75	60.00	Yes
1765	<u>Industrial and Commercial Wiring</u>	< 5	54	0.00	No
1769	<u>Residential Wiring</u>	10	68	20.00	No
1793	<u>Fundamentals of Electricity</u>	10	89	100.00	Yes
1811	<u>Forestry I</u>	< 5	74	100.00	Yes
1812	<u>Forestry II</u>	< 5	90	100.00	Yes
1825	<u>Foundation and Framing</u>	14	61	21.43	No
1827	<u>Fundamentals of Building Construction</u>	14	80	71.43	Yes
1829	<u>Masonry and Plumbing</u>	9	74	66.67	Yes
1903	<u>Fundamentals of Machine Tool Tech</u>	13	84	92.31	Yes
1985	<u>Fundamentals of Welding Technology</u>	22	83	90.91	Yes
1987	<u>Gas Metal Arc Welding</u>	18	73	55.56	Yes
1993	<u>Shielded Metal Arc Welding</u>	5	82	80.00	Yes
1995	<u>Thermal Cutting and Welding</u>	14	75	57.14	Yes
9999	County Total	354	77	69.21	Yes
Passing Score Greater or Equal To 74%					

Informal Reading Assessment

1st Grade - 80%

2nd Grade - 72%

3rd Grade - 55%

Informal Math Assessment

1st Grade - 62%

2nd Grade - 63%

3rd Grade - 75%

Formative and Benchmark Assessments

Formative and Benchmark assessment began the fall of 2006 in grades K-5.

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

LEP students are referred to the Title III coordinator via phone or written contact through the SAT process. After initial referral, parent permission is requested from the family for screening/evaluation. This is done via phone or personal contact. After the permission is obtained, within 30 days of enrollment, the Woodcock-Munoz is administered to the student by an ESL teacher within the county. The teacher will also interview the regular classroom teacher and the parent (Home Language Survey) to determine information regarding the students use/comprehension of English is spoken and written form. When a student receives an English Proficiency Score of 2 (Very Limited), the LEP committee makes an eligibility determination by the use of screening scores, parent interview, classroom grades and impressions. When a student scores as 1 or 2, typically, direct intervention for a short time period each day is recommended. A score of 3 may earn intervention for a shorter time, less frequency or may only warrant monitoring by teachers to determine the need for intervention. These decisions are made by the LEP committee with the parent in attendance when possible.

The LEP committee completes the LEP plan for service that will include background information, required services (direct or indirect specified), required classroom and assessment modifications and agreement/signatures. This plan is revised annually taking into consideration the formal and informal data and information from regular classroom teachers, ESL teachers and WESTELL data for the previous school year. Plans are completed at the beginning of the school year for returning students so that WESTELL data can be incorporated and considered in the planning process for each eligible student.

Students that score 4 and above on Woodcock Munoz or WESTELL, also go through the annual reconsideration process. These student at times will receive indirect service in the form of monitoring or assistance to classroom teachers as their LEP service as determined by the LEP committee.

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

The WESTELL data is available for 16 students in Nicholas County for Spring 06, 63% scored at the composite proficiency level 4 or 5. Two students that moved into Nicholas County just before evaluation scored at the composite level of 1. One third and one fourth grade student scored at the composite level of 3 in Spring 2006. Nicholas County currently (Spring 2007) serves 11 students. Of these 11, 4 receive pull out small group or one-to-one instruction from an ESL/LEP teacher. Two of these students entered Nicholas County Schools in late November 2006 and spoke no English. Another student receives some assistance at his own request when he and his teachers feel that it is necessary.

Three to four students will receive services over the summer months (June 26 to Aug 3, 2007) on a voluntary limited schedule (6 hours per week) to maintain skills in academic areas of reading and math and to receive additional individual assistance in vocabulary and comprehension of spoken and read material.

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

In the Spring of 2007, Nicholas County had lost several students. 10 students were tested with WESTELL. 91% of the students enrolled in Nicholas County ESL program were evaluated (10 of 11 enrolled). The student that was a graduating senior in May 2007 was not evaluated by the WESTELL. Scores for this student for the last two years were a composite of 5. It was felt by her ESL/LEP teachers and regular education teachers that WESTELL evaluation in her senior year served no purpose.

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

For the '06 WESTEST evaluation, 4 students were in grades that were tested. Of those 4 students, 3 scored at mastery in Reading and all 4 scored mastery in math. In Spring 2007, 5 were tested with WESTEST. We are anxiously awaiting the score reports.

PRIORITIES

1. To improve special education and Low SES scores in all secondary schools
2. To improve ACT composite scores
3. To improve the end of course scores for technical students who do not meet state standards.
4. To increase the number of "distinguished" students in every school.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

County	Year 2005	Year 2006	Year 2007
Total Students (%)	97.7	97.7	
Male (%)	97.5	97.6	
Females (%)	97.9	97.9	
White (%)	97.7	97.7	

Black (%)	97.2	96.9
Hispanic (%)	99.2	99.0
Asian (%)	98.1	94.8
American Indian (%)	100	n/a
Limited English Proficiency (%)	99.5	98.7
Special Education (%)	97.2	97.2
Economically Disadvantaged (%)	97.2	97.2

Discipline Referral Report

Secondary Schools - 2100 Average for year

Elementary Schools - 900 Average for year

Dropout Rates/Graduation Rates (by subgroup if available)

County	Year 2003	Year 2004	Year 2005	Year 2006
Total Students (%)	83.8	85.5	85.0	82.8
Male (%)	84.0	86.0	85.5	79.6
Females (%)	83.5	85	84.5	86.5
White (%)	83.6	85.4	84.9	82.8
Black (%)	100	100.0	n/a	n/a
Hispanic (%)	n/a	n/a	n/a	100
Asian (%)	100.0	100.0	100.0	n/a
American Indian (%)	n/a	100.0	n/a	n/a
Limited English Proficiency (%)	n/a	n/a	n/a	100
Special Education (%)	33.3	83.3	79.6	65.5
Economically Disadvantaged (%)	74.3	81.4	79.8	69.8

College Enrollment Rate

College Going Number Rate Enrolled 54% 135 -2005

College Going Rate Enrolled 52.9% 164 - 2006

College Developmental Course Rate

Developmental 2004 2005

Developmental Any 26% 31%

Developmental Math 14% 16%

English Courses 27% 16%

Results of Nationally Recognized Physical Fitness Test

The percent of students in each grade whose BMI is at the 95th percentile or higher is 26%

Youth Risk Behavior Survey

SUMMARY OF WEST VIRGINIA HIGH SCHOOL SURVEY 4.6% rarely or never wore a seatbelt when riding a car 7.3% rode with a driver who had been drinking during the past 30 days 6.2% carried a weapon during the past 30 days 2.8 attempted suicide during the past 30 days 8.6% smoked cigarettes during the past 30 days 13.3% drank alcohol during the past 30 days 6.9% used marijuana during the past 30 days 15.6 ever had sexual intercourse 10.1% did not participate in vigorous physical activity three or more days during the past seven days 21.4% did not attend PE class daily 4.1% were overweight 23.8 did not eat five or more fruits and vegetables per day

These risk behaviors 1 . . .

Unintentional Injuries and Violence

- 15% Rarely or never wore a seat belt
- 25% Rode with a drinking driver during the past month
- 22% Carried a weapon during the past month

- 29% Were in a physical fight during the past year
- 9% Attempted suicide during the past year

Alcohol and Other Drug Use

- 42% Drank alcohol during the past month
- 29% Reported episodic heavy drinking during the past month
- 20% Used marijuana during the past month

- 11% Ever used cocaine
- 16% Ever used inhalants

Sexual Behaviors

- 52% Ever had sexual intercourse
- 15% Had sexual intercourse with 1-4 people
- 39% Had sexual intercourse during the past three months
- 39% Did not use a condom during last sexual intercourse²
- 76% Did not use birth control pills during last sexual intercourse²

¹ Among high school students only, weighted data.
² Among students who had sexual intercourse during the past 3 months, based on reference data.
³ Were not physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes/day on 1-5 of the 7 days preceding the survey.
⁴ Students who were at or above the 85th percentile but below the 95th percentile for body mass index by age and sex,
⁵ Students who were at or above the 95th percentile for body mass index by age and sex, based on reference data.

Youth Aged 10-24 Years

- Motor vehicle crash 31%
- Homicide 6%
- Suicide 12%
- Other injury 21%
- HIV infection 0%
- Other causes 30%

Tobacco Use

- 61% Ever tried cigarette smoking
- 25% Smoked cigarettes during the past month
- 14% Smoked cigarettes on 1-20 days during the past month
- 15% Used smokeless tobacco during the past month
- 16% Smoked cigars during the past month

Dietary Behaviors

- 78% Ate fruits and vegetables < 5 times/day during the past 7 days
- 83% Drank < 3 glasses/day of milk during the past 7 days

Physical Activity

- 63% Did not meet currently recommended levels of physical activity.³
- 10% Did not participate in any vigorous or moderate physical activity
- 64% Did not attend physical education class
- 68% Did not attend physical education class daily

Overweight

- 16% At risk for becoming overweight⁴
- 14% Overweights

Adults Aged 25 Years and Older

- Cardiovascular disease 39%
- Other causes 35%
- Cancer 22%
- Diabetes 4%

CIMP Self Assessment

Highly Qualified teachers for special education classrooms/programming are needed. Teachers in special education are leaving those jobs to take positions in regular education classrooms. Most report this is due to the excessive special education paperwork that is required of them when involved in special education instruction.

Achievement for Students with Disabilities (SWD) lags behind other subgroups as evidenced by the data above. Assessment rates remain high but achievement rates for SWD in reading and math are very low and lag behind all student and those in the low SES subgroup, most notably at the secondary level(See NCLB reports above).

Parent participation at IEP meetings is currently at 70% for all students. However, it is 47% for secondary students over 14 years

of age. Through alternate forms of participation, alternate types of notification and training with administrators and teachers, we hope to increase this participation rate. The special education department has entered into a collaborative participation with WVPTI and private providers to increase collaboration with parents and offer information on disabilities and strategies/suggestions for participation of families in educational processes.

Graduation rate for SWD in Nicholas County (66%) ranks below WV state SWD graduation rate (73%) Nicholas grad rate for all students is 83%. Graduation levels for SWD and for all students rank below state levels. The ratio of SWD suspended more than 10 days (3.16%) ranks higher than the level their non-disabled peers (1.19%) suspended for more than 10 days. Clearly, schools are in need of assistance in how to work with students to teach appropriate behavior and to understand alternate options to out of school suspensions as discipline.

Special Education Data Profiles

By 05-06 data, the district SWD are placed in Regular Education Full Time above the state average by 10% or less. Those in separate class are below the state average by less than 2%. Graduation rate and achievement rates have been previously discussed and remain important areas of weakness in Nicholas County. Nicholas County's SWD count reveals the largest portion of our SWD in LD placement. It is felt that the RTI initiative that will be required within the next two years will cause a decline in those LD placement rates as students are offered intensive instruction in well defined areas of weakness. Changing expectations of teachers in this area will be a difficult but rewarding task.

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

Nicholas County Schools currently (Spring 06) has 11 enrolled students. With current enrollment, this figure is < 1% of our total population.

LEP - What are the major language groups?

Of the current 11 LEP students enrolled (Spring 06) the majority are native Spanish speakers (64%). There are 3 with a native language of Tagalog (27%) and one that is a native speaker of Turkish (9%). We have had native speakers of Chinese this school year 06-07 as well as 05-06 but all have stayed a short time in our community and moved out of our county.

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

Nicholas County Schools has no identified migrant students.

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

Currently (Spring 07) we have 3 schools that serve LEP students. The only students that require direct assistance from an ESL teacher are at one elementary school, Summersville Elementary School, in grades 1st through 3rd.

PRIORITIES

1. GRADUATION RATE NEEDS TO IMPROVE.
2. College going rate needs improvement.

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

A common concern was reflected in the most recent report from the Office of Performance Audits-- At Richwood Middle School: "The effectiveness of collaboration between regular education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed." During teacher interviews there did not appear to be a correlation of efforts between the science teacher and classroom teachers to ensure that the Content Standards and Objectives (CSOs) were being addressed. Both the science teacher and the classroom teachers were giving instruction in science, but there was no correlation between the two. The Team recommended that the classroom teachers and the science teacher coordinate efforts to guarantee that the CSOs for science are implemented. At Cherry River Elementary: During teacher interviews there did not appear to be a correlation of efforts between the science teacher and classroom teachers to ensure that the Content Standards and Objectives (CSOs) were being addressed. Both the science teacher and the classroom teachers were giving instruction in science, but there was no correlation between the two. In addition to teacher collaboration, recommendations at Summersville Middle School included: In consideration that only eleven (11) students of the 202 students assessed scored at or above 3.0 on the Statewide Writing Assessment, and that instruction in writing was not a component of every child's weekly curriculum or corrected and graded, Summersville Middle School needs to revise their schoolwide writing process to ensure that all students write in each class at a minimum of once per week.

During the annual performance measures for accountability follow-up review, Richwood Middle School failed to make AYP in the special education subgroup in mathematics. Additionally, all the subgroups in mathematics had to rely on the confidence interval. The special education subgroup in RLA made AYP by the safe harbors provisions. The collaborative teams were observed in operation in the school. Significant upgrades have been made relative to software being utilized. Sufficient textbooks were available in science and mathematics, but spelling books were reported lacking. Both the county and school multicultural plan existed. The principal maintained a lesson plan checklist and summary of the plans.

Summersville Middle School failed to achieve AYP in special education subgroup in both math and RLA. Only by application of the confidence interval was AYP achieved in SES subgroup. The special education subgroup failed to meet the Participation Rate in math. Writing was no longer being used as punishment by the teachers. The library had been reorganized and was being more fully utilized. All the lesson plans were reviewed and commented on by the principal. Science teacher have been directed to cease soliciting donations for lab fees.

A common concern was reflected in the most recent report from the Office of Performance Audits at Nicholas County High School. The school achieved AYP only by the application of the confidence interval in SES subgroup in RLA. Special Education scored far below the State's percent proficient level in math and RLA. Participation rate in SES subgroup failed to achieve AYP. The Team observed inconsistencies among the faculty members concerning their lesson plans and teaching the CSOs. Several teachers were observed sitting behind their desks and students were sleeping in class. The Team did not observe varied instructional strategies in best practice instruction. Instruction in writing was not provided in all classrooms. Computer logs were not kept. Lesson plans were difficult to follow. There was no system for analyzing, interpreting, and using student performance data to identify and assist students who were not at grade level in achieving approved CSOs. No unified comprehensive approach to organized multicultural activities was evident. The five-year plan needs to emphasize student achievement for students who were not making AYP.

Walkthrough Summaries

Every principal is required to do a walk-through for every teacher every week. Classroom Walk-Throughs are a powerful tool to

gauge the impact of instructional practice on student learning. Administrators and teachers look for observable evidence of teaching practice and learning results to support inquiry and improvement through reflective questioning and discussion. Administrators use Walk-Throughs to stay connected to what teachers and students are doing in the classroom.

High Schools that Work Assessment Report

Number of students who completed the Student Survey:

	All	CTE
Reading	225	175
Math	233	180
Science	230	178
All Three	222	173

Students who met the criteria for the Award of Educational Achievement:

	All	CTE
Received the Award	52	
Met Award criteria with CTE concentration		48
CTE students met criteria for math/science concentration		18
CTE students met criteria for humanities concentration		17
Met Award criteria with math/science concentration	19	
Met Award criteria with a humanities concentration	20	

High Schools that Work Annual Report

Review course taking patterns and align to ACT core and standards of transition

Increase scores of lower performing subgroups

Highly Qualified Personnel Report

FOR THE 2004-05 YEAR

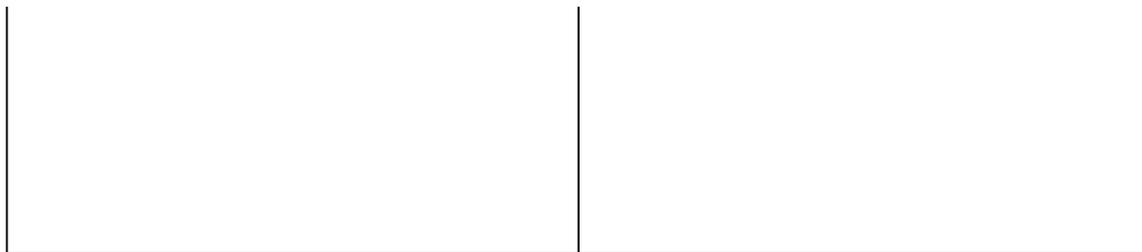
School Name	Number of Class by Highly Qualified Teachers	Total Classes	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers
State Total	84,234	87,740	96.00%	4.00%
County Total	1,319	1,352	97.56%	2.44%
BEAVER ELEMENTARY SCHOOL	42	42	100.00%	0.00%
BIRCH RIVER ELEMENTARY	38	39	97.44%	2.56%

SCHOOL				
CHERRY RIVER ELEMENTARY SCHOOL	78	78	100.00%	0.00%
CRAIGSVILLE ELEMENTARY SCHOOL	95	96	98.96%	1.04%
DIXIE ELEMENTARY SCHOOL	49	49	100.00%	0.00%
GLADE CREEK ELEMENTARY SCHOOL	45	46	97.83%	2.17%
MT LOOKOUT ELEMENTARY SCHOOL	51	51	100.00%	0.00%
MT NEBO ELEMENTARY SCHOOL	46	46	100.00%	0.00%
SUMMERSVILLE ELEMENTARY SCHOOL	104	104	100.00%	0.00%
ZELA ELEMENTARY SCHOOL	50	52	96.15%	3.85%
PANTHER CREEK ELEMENTARY SCHOOL	95	95	100.00%	0.00%
RICHWOOD JUNIOR HIGH SCHOOL	107	107	100.00%	0.00%
SUMMERSVILLE JUNIOR HIGH SCHOOL	186	187	99.47%	0.53%
NICHOLAS COUNTY HIGH SCHOOL	191	207	92.27%	7.73%
RICHWOOD HIGH SCHOOL	142	153	92.81%	7.19%

Framework Assessment of High Yield Practices

In Classroom Instruction that Works: *Research-based Strategies for Increasing Student Achievement*, Robert Marzano and his colleagues identify nine high-yield instructional strategies through a meta-analytic study of over 100 independent studies. Marzano and his colleagues found that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels. Therefore, these strategies were incorporated into lessons in the Unit Plan Framework in Nicholas County Schools..

Strategy	Research Says:
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypothesis 9. Questions, cues, and advance organizers 	<ol style="list-style-type: none"> 1. Students should compare, classify, and create metaphors, analogies, and graphic representations. 2. Students should learn to delete unnecessary information, substitute some information, keep some information, write and rewrite, and analyze information. 3. Teachers should reward based on standards of performance and use symbolic recognition rather than tangible rewards. 4. Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be commented on. 5. Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge. 6. Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. 7. Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. 8. Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making. 9. Teachers should use cues and questions that focus on what is important (rather than unusual), use ample <i>wait time</i> before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.

**Digital Divide Report (Technology)**

We need to increase the number of XP computers to improve student to computer ratio so more students can use updated computer programs for achievement. We are also working on updating our network to improve high speed internet based learning programs and research for our students.

PRIORITIES

1. Collaboration between/among professional staff;
2. Strategies for implementing writing across the curriculum.
3. Ways for incorporating 21st Century High-Yield Strategies into instruction

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: To assure that school staffs utilize 21st Century skills, research- based instructional design, management, delivery, and assessment that result in highly engaged students who achieve mastery or beyond of all curricula.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	In grades 3-5 in reading/language, the percent of students achieving mastery or above will increase by 4% each year.	Gr 3-5 RLA %Mastery increase 4%	0.80	1.00
1.2	In grades 6-8 in reading/language, the percent of students achieving mastery or above will increase by 4% each year.	Gr 6-8 RLA%Mastery increase 4%	0.76	0.96
1.3	In grade 10, in reading/language, the percent of students achieving mastery or above will increase by 4% each year.	Gr 10 RLA% mastery increase 4%	0.70	0.90
1.4	Low socioeconomic students in grade 10 achieving mastery in reading/language, will increase by 5% each year	Low SES Gr 10 RLA%Mastery increase 4%	0.61	0.86
1.5	Low socioeconomic students in grades 6-8 achieving mastery in reading/language, will increase by 5% each year	Low SES Grs 6-8 RLA%Mastery increase 5%	0.69	0.94
1.6	Low socioeconomic students in grades 3-5 achieving mastery in RLA, will increase by 5% each year	Low SES Grs 3-5 RLA%Mastery increase 5%	0.72	0.97
1.7	Special Education students in grade 10 achieving mastery in reading/language, will increase by 15% each year	Sp. Ed. Gr10 RLA%Mastery increase 15%	0.14	0.89
1.8	Special Education students in grades 6-8 achieving mastery in RLA, will increase by 10% each year	Sp. Ed.Grs6-8RLA%Mastery increase 10%	0.39	0.89
1.9	Special Education students in grades 3-5 achieving mastery in reading/language, will increase by 10% each year	Sp.Ed. Grs3-5RLA%Mastery increase 10%	0.47	0.97
1.10	In grades 3-5 in math, the percent of students achieving mastery or above will increase by 4% each year	Grs3-5 Math%Mastery increase 4%	78.00	98.00
1.11	In grades 6-8 in math, the percent of students achieving mastery or above will increase by 5% each year.	Grs6-8 Math%Mastery increase 5%	66.00	91.00
1.12	In grades 10 in math, the percent of students demonstrating mastery or above will increase 5% each year.	Gr10 Math%Mastery increase 5%	65.00	90.00
1.13	Low socioeconomic students in grade 10 achieving mastery in math, will increase by 5% each year.	Low SESGr10Math%Mastery increase 5%	57.00	82.00
1.14	Low socioeconomic students in grades 6-8 achieving mastery in math, will increase by 5% each year.	Low SESGrs6-8Math%Mastery increase 5%	58.00	83.00
1.15	Low socioeconomic students in grades 3-5 achieving mastery in math, will increase by 5% each year.	Low SESGrs3-5Math%Mastery increase 5%	73.00	98.00
1.16	Special Education students in grade 10 achieving mastery in math, will increase by 10% each year.	Sp. Ed Gr10Math%Mastery increase 10%	24.00	74.00
1.17	Special Education students in grade 6-8 achieving mastery in math, will increase by 10% each year	Sp. Ed Grs6-8 Math%Mastery increase 10%	29.00	79.00
1.18	Special Education students in grades 3-5 achieving mastery in math, will increase by 10% each year	Sp. Ed Grs3-5 Math%Mastery increase 10%	46.00	96.00

Goal 2: To assure a high-quality, safe, non-disruptive learning environment and to promote healthy lifestyles.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The average number of students referred to the principal's office over the course of the year will decrease by 10%.	Off. Referrals reduce 10%	90.00	40.00
2.2	The number of students suspended each year in each school will decrease by 5% each year.	Suspensions decrease 5%	65.00	40.00
2.3	The number of students referred to the principal's office for bullying will decrease each year by 10%.	Bullying decrease 10%	100.00	63.00

2.4	Increase the number of SAT committee meetings documenting intervention for academic and behavioral problems.	Student Assistant Teams	0.00	0.00
2.5	The percentage of students who graduate from high school will increase by two percent annually.	Graduation Rate increase 2%.	83.00	93.00
2.6	The percent of students in each grade, whose Body Mass Index is at the 95th percentile or higher for their age, will be reduced by 5%.	BMI reduce 5%	0.00	23.00
2.7	For grades K-5, students will improve fitness as demonstrated by the FITNESSGRAM in each school.	GrsK-5 improve fitness5%	0.00	72.00

Goal 3: Students and teachers will utilize technology tools, networking, and high speed internet to improve achievement, enhance learning, and develop 21st Century Skills.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To update the county infrastructure, hardware,high speed internet, network, and software so as to sustain embedded professional development and student acedemics for twenty first century skills.	Technology	0.00	0.90
3.2	To provide professional development opportunities for school staff that is sustained and embedded. We will offer trainings such as I-Know, WVEIS, Teach 21, Walk-Through, and how to use internet sites for resources in the classroom.	Professional Development	0.00	0.80
3.3	To incorporate technology into the daily instruction and formative assessment.	Integration	0.00	1.00

Goal 1: To assure that school staffs utilize 21st Century skills, research- based instructional design, management, delivery, and assessment that result in highly engaged students who achieve mastery or beyond of all curricula.

Objective 1.1 In grades 3-5 in reading/language, the percent of students achieving mastery or above will increase by 4% each year.

As measured by:

May, 2005 WESTEST scores taken as the baseline, then scores will be reviewed yearly.

Baseline Data		0.80	
Targets		Actual	
2005-2006	0.84	2005-2006	82.60
2006-2007	0.88	2006-2007	0.00
2007-2008	0.92	2007-2008	N/A
2008-2009	0.96	2008-2009	N/A
2009-2010	1.00	2009-2010	N/A

Objective 1.2 In grades 6-8 in reading/language, the percent of students achieving mastery or above will increase by 4% each year.

As measured by:

The May, 2005 WESTEST results taken as the baseline, then scores will be reviewed yearly.

Baseline Data		0.76	
Targets		Actual	
2005-2006	0.80	2005-2006	82.60
2006-2007	0.84	2006-2007	0.00
2007-2008	0.88	2007-2008	N/A
2008-2009	0.92	2008-2009	N/A
2009-2010	0.96	2009-2010	N/A

Objective 1.3 In grade 10, in reading/language, the percent of students achieving mastery or above will increase by 4% each year.

As measured by:

The May, 2005 WESTEST results will be taken as the baseline then scores will be reviewed yearly.

Baseline Data		0.70	
Targets		Actual	
2005-2006	0.74	2005-2006	75.50
2006-2007	0.78	2006-2007	0.00
2007-2008	0.82	2007-2008	N/A
2008-2009	0.86	2008-2009	N/A
2009-2010	0.90	2009-2010	N/A

Objective 1.4 Low socioeconomic students in grade 10 achieving mastery in reading/language, will increase by 5% each year

As measured by:

The 2004-2005 WESTEST results will be taken as the baseline then scores will be reviewed yearly.

Baseline Data		0.61	
Targets		Actual	
2005-2006	0.66	2005-2006	67.80
2006-2007	0.71	2006-2007	0.00
2007-2008	0.76	2007-2008	N/A
2008-2009	0.81	2008-2009	N/A
2009-2010	0.86	2009-2010	N/A

Objective 1.5 Low socioeconomic students in grades 6-8 achieving mastery in reading/language, will increase by 5% each year

As measured by:

The 2004-2005 WESTEST results will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data		0.69	
Targets		Actual	
2005-2006	0.74	2005-2006	77.30
2006-2007	0.79	2006-2007	0.00
2007-2008	0.84	2007-2008	N/A
2008-2009	0.89	2008-2009	N/A
2009-2010	0.94	2009-2010	N/A

Objective 1.6 Low socioeconomic students in grades 3-5 achieving mastery in RLA, will increase by 5% each year

As measured by:

The 2004-2005 WESTEST results will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data		0.72	
Targets		Actual	
2005-2006	0.77	2005-2006	77.90
2006-2007	0.82	2006-2007	0.00

2007-2008	0.87	2007-2008	N/A
2008-2009	0.92	2008-2009	N/A
2009-2010	0.97	2009-2010	N/A

Objective 1.7 Special Education students in grade 10 achieving mastery in reading/language, will increase by 15% each year

As measured by:

The 2004-2005 WESTEST results will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data			0.14
	Targets	Actual	
	2005-2006	2005-2006	23.30
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Objective 1.8 Special Education students in grades 6-8 achieving mastery in RLA, will increase by 10% each year

As measured by:

The 2004-2005 WESTEST results will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data			0.39
	Targets	Actual	
	2005-2006	2005-2006	0.00
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Objective 1.9 Special Education students in grades 3-5 achieving mastery in reading/language, will increase by 10% each year

As measured by:

The 2004-2005 WESTEST results will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data			0.47
	Targets	Actual	
	2005-2006	2005-2006	52.20
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Objective 1.10 In grades 3-5 in math, the percent of students achieving mastery or above will increase by 4% each year

As measured by:

May 2005 WESTEST scores taken as the baseline, then scores will be reviewed yearly.

Baseline Data			78.00
	Targets	Actual	
	2005-2006	2005-2006	79.00
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Objective 1.11 In grades 6-8 in math, the percent of students achieving mastery or above will increase by 5% each year.

As measured by:

May 2005 WESTEST scores taken as the baseline, then scores will be reviewed yearly.

Baseline Data			66.00
	Targets	Actual	
	2005-2006	2005-2006	76.00
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A
	2009-2010	2009-2010	N/A

Objective 1.12 In grades 10 in math, the percent of students demonstrating mastery or above will increase 5% each year.

As measured by:

May 2005 WESTEST scores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data			65.00
	Targets	Actual	
	2005-2006	2005-2006	69.00
	2006-2007	2006-2007	0.00
	2007-2008	2007-2008	N/A
	2008-2009	2008-2009	N/A

2009-2010 90.00 2009-2010 N/A

Objective 1.13 Low socioeconomic students in grade 10 achieving mastery in math, will increase by 5% each year.

As measured by:

May 2005 WESTEST sores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data 57.00

Targets		Actual	
2005-2006	62.00	2005-2006	60.00
2006-2007	67.00	2006-2007	0.00
2007-2008	72.00	2007-2008	N/A
2008-2009	77.00	2008-2009	N/A
2009-2010	82.00	2009-2010	N/A

Objective 1.14 Low socioeconomic students in grades 6-8 achieving mastery in math, will increase by 5% each year.

As measured by:

May 2005 WESTEST scores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data 58.00

Targets		Actual	
2005-2006	63.00	2005-2006	69.00
2006-2007	68.00	2006-2007	0.00
2007-2008	73.00	2007-2008	N/A
2008-2009	78.00	2008-2009	N/A
2009-2010	83.00	2009-2010	N/A

Objective 1.15 Low socioeconomic students in grades 3-5 achieving mastery in math, will increase by 5% each year.

As measured by:

May 2005 WESTEST scores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data 73.00

Targets		Actual	
2005-2006	78.00	2005-2006	76.00
2006-2007	83.00	2006-2007	0.00
2007-2008	88.00	2007-2008	N/A
2008-2009	93.00	2008-2009	N/A
2009-2010	98.00	2009-2010	N/A

Objective 1.16 Special Education students in grade 10 achieving mastery in math, will increase by 10% each year.

As measured by:

May 2005 WESTEST scores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data 24.00

Targets		Actual	
2005-2006	34.00	2005-2006	25.00
2006-2007	44.00	2006-2007	0.00
2007-2008	54.00	2007-2008	N/A
2008-2009	64.00	2008-2009	N/A
2009-2010	74.00	2009-2010	N/A

Objective 1.17 Special Education students in grade 6-8 achieving mastery in math, will increase by 10% each year

As measured by:

May 2005 WESTEST scores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data 29.00

Targets		Actual	
2005-2006	39.00	2005-2006	37.00
2006-2007	49.00	2006-2007	0.00
2007-2008	59.00	2007-2008	N/A
2008-2009	69.00	2008-2009	N/A
2009-2010	79.00	2009-2010	N/A

Objective 1.18 Special Education students in grades 3-5 achieving mastery in math, will increase by 10% each year

As measured by:

May 2005 WESTEST scores will be taken as the baseline, then scores will be reviewed yearly.

Baseline Data 46.00

Targets		Actual	
2005-2006	56.00	2005-2006	55.00
2006-2007	66.00	2006-2007	0.00
2007-2008	76.00	2007-2008	N/A
2008-2009	86.00	2008-2009	N/A
2009-2010	96.00	2009-2010	N/A

Goal 2: To assure a high-quality, safe, non-disruptive learning environment and to promote healthy lifestyles.

Objective 2.1 The average number of students referred to the principal's office over the course of the year will decrease by 10%.

As measured by:
WVEIS data

Baseline Data		90.00	
	Targets		Actual
	2005-2006	80.00	2005-2006 2531.00
	2006-2007	70.00	2006-2007 0.00
	2007-2008	60.00	2007-2008 N/A
	2008-2009	50.00	2008-2009 N/A
	2009-2010	40.00	2009-2010 N/A

Objective 2.2 The number of students suspended each year in each school will decrease by 5% each year.

As measured by:
WVEIS data

Baseline Data		65.00	
	Targets		Actual
	2005-2006	60.00	2005-2006 1200.00
	2006-2007	55.00	2006-2007 0.00
	2007-2008	50.00	2007-2008 N/A
	2008-2009	45.00	2008-2009 N/A
	2009-2010	40.00	2009-2010 N/A

Objective 2.3 The number of students referred to the principal's office for bullying will decrease each year by 10%.

As measured by:
WVEIS data

Baseline Data		100.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 0.00
	2006-2007	90.00	2006-2007 0.00
	2007-2008	81.00	2007-2008 N/A
	2008-2009	72.00	2008-2009 N/A
	2009-2010	63.00	2009-2010 N/A

Objective 2.4 Increase the number of SAT committee meetings documenting intervention for academic and behavioral problems.

As measured by:
SAT 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 2.5 The percentage of students who graduate from high school will increase by two percent annually.

As measured by:
Graduation rate

Baseline Data		83.00	
	Targets		Actual
	2005-2006	85.00	2005-2006 83.00
	2006-2007	87.00	2006-2007 0.00
	2007-2008	89.00	2007-2008 N/A
	2008-2009	91.00	2008-2009 N/A
	2009-2010	93.00	2009-2010 N/A

Objective 2.6 The percent of students in each grade, whose Body Mass Index is at the 95th percentile or higher for their age, will be reduced by 5%.

As measured by:
The screening data from September, 2005 taken as the baseline.

Baseline Data		0.00	
	Targets		Actual
	2005-2006	0.00	2005-2006 28.00
	2006-2007	26.00	2006-2007 0.00
	2007-2008	25.00	2007-2008 N/A
	2008-2009	24.00	2008-2009 N/A
	2009-2010	23.00	2009-2010 N/A

Objective 2.7 For grades K-5, students will improve fitness as demonstrated by the FITNESSGRAM in each school.

As measured by:
 FITNESSGRAM will be administered yearly.

Baseline Data			
	Targets	Actual	
			0.00
2005-2006	0.00	2005-2006	52.00
2006-2007	57.00	2006-2007	0.00
2007-2008	62.00	2007-2008	N/A
2008-2009	67.00	2008-2009	N/A
2009-2010	72.00	2009-2010	N/A

Goal 3: Students and teachers will utilize technology tools, networking, and high speed internet to improve achievement, enhance learning, and develop 21st Century Skills.

Objective 3.1 To update the county infrastructure, hardware,high speed internet, network, and software so as to sustain embedded professional development and student academics for twenty first century skills.

As measured by:

Percentage of Windows XP computers and data line updates as measured by the Digital Divide Survey.

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.46
	2006-2007	0.50	2006-2007	0.59
	2007-2008	0.70	2007-2008	N/A
	2008-2009	0.80	2008-2009	N/A
	2009-2010	0.90	2009-2010	N/A

Objective 3.2 To provide professional development opportunities for school staff that is sustained and embedded. We will offer trainings such as I-Know, WVEIS, Teach 21, Walk-Through, and how to use internet sites for resources in the classroom.

As measured by:

Participation Records, principal observations and lesson plans.

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.50
	2007-2008	0.60	2007-2008	N/A
	2008-2009	0.70	2008-2009	N/A
	2009-2010	0.80	2009-2010	N/A

Objective 3.3 To incorporate technology into the daily instruction and formative assessment.

As measured by:

Teacher lesson plans, principal observations, and student testing accross the internet.

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.68
	2007-2008	0.70	2007-2008	N/A
	2008-2009	0.80	2008-2009	N/A
	2009-2010	1.00	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 <input type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>	
21st Century Content <input type="checkbox"/>	Instructional Management <input type="checkbox"/>	Performance Goals to Develop 21st Century Learners <input type="checkbox"/>	Innovative Approaches to Meeting Subgroup Needs <input checked="" type="checkbox"/>	Change as an On-Going Continuous Process <input type="checkbox"/>	
Standards-Based Curriculum <input type="checkbox"/>	Standards-Based Unit and Lesson Design <input type="checkbox"/>	Leadership Development <input type="checkbox"/>	Support System for Student Physical and Social and Emotional Needs <input type="checkbox"/>	Identification of System-Wide Core Beliefs <input type="checkbox"/>	
Prioritization and Mapping <input checked="" type="checkbox"/>	21st Century Learning Skills <input type="checkbox"/>	Integration of 21st Century Learning <input type="checkbox"/>	Developmental Guidance with Character and Career Education Development <input type="checkbox"/>	Well-Articulated Mission <input type="checkbox"/>	
Performance Benchmarks <input type="checkbox"/>	Differentiated Instruction <input type="checkbox"/>	Balanced Professional Development <input type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input type="checkbox"/>	Change Based on Internal and External Factors <input checked="" type="checkbox"/>	
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input checked="" type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>	
Pre K-12 Literacy Model <input type="checkbox"/>	Authentic Classroom Assessments <input type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input type="checkbox"/>	Parents as Respected and Valued Partners <input type="checkbox"/>	Use of Data to Target Improvement Efforts <input checked="" type="checkbox"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input checked="" type="checkbox"/>		Professional Development for School Strategic Planning Committees <input checked="" type="checkbox"/>	Parent Involvement Communication System <input type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>	
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input checked="" type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>	
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input checked="" type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>		
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input type="checkbox"/>			
	Highly Qualified Teachers <input checked="" type="checkbox"/>	District Monitoring System for School Accountability <input type="checkbox"/>			
		Time Prior to and During the Instructional Term for Meaningful Staff Planning <input type="checkbox"/>			
Other Strategies					

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)
			<p style="text-align: center;">Prioritization and Mapping</p> <ul style="list-style-type: none"> a. Principals, teachers and students throughout the system have a clear understanding of the concepts and skills that should receive the highest priority in the instructional process. b. Principals and teachers have received thorough training on the rationale and implementation of a prioritized curriculum. c. Teachers in individual schools or teacher-teams across the system have established curriculum maps that outline the appropriate sequencing of content and skills. d. Teachers view the prioritized and mapped curriculum as a valuable resource that provides consistency but allows suitable flexibility to meet the needs of students e. The prioritized and mapped curriculum was developed and introduced in such a way that staff feel they have had appropriate professional input. f. Use of the prioritized curriculum and the curriculum maps has improved articulation and consistency so all students have access to a rigorous curriculum. <p style="text-align: center;">Adjustment of Instructional Time to Meet Varied Needs of Learners</p>		

- a. There is a strong culture in the school that conveys that instructional time is valued and protected; instructional time is rarely interrupted or misused.
- b. Needs of students drive the way time is allocated; staff is proactive and flexible in modifying schedules before and during the school year to meet needs.
- c. There is an established process in the school for determining which students need additional time and how that time will be allocated.
- d. When adjusting time for learners, staff understands that extended time alone will not change achievement; there is careful thought and planning on how to make sure that (a) student specific needs will be addressed and that (2) instructional strategies will be engaging.

Highly Qualified Teachers

- a. To be deemed highly qualified, teachers must have: (1) a bachelor's degree, (2) full state certification or licensure, and (3) prove that they know each subject they teach.
- b. *NCLB* requires states to (1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, (2) adopt goals and plans to ensure all teachers are highly qualified and, (3) publicly report plans and

progress in meeting teacher quality goals.

- c. Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, (2) credits equivalent to a major in the subject, (3) passage of a state-developed test, 4) HOUSSE, 5) an advanced certification

School based Learning Communities

- a. The School-Based Learning Team (SBLT) will be a team of 3-5 teachers from a school who decide to work together to examine some aspect of student learning with the goal of studying, collaborating, sharing and learning to improve instructional strategies that will lead to improved student achievement.
- b. By examining their school achievement data and their students' performance, the school will determine what areas that their students seem to be weak.
- c. The team will work towards identifying/developing strategies to improve this area of student learning.
- d. The teachers will utilize various teaching techniques, learning from one another or experts, and continue to compare the progress of their students as a result of the efforts of the Learning Team.

**Research-Based
Approaches to Meeting
Specific Needs of Sub-
Groups**

Accepting responsibility for the achievement of all children regardless of background calls forth the skill and courage to examine some very fundamental social issues.

- a. Schools are part of the broader culture, and as such, must deal with issues of racial prejudice, low expectations, cultural bias and cultural misunderstanding.
- b. Schools are not exempt from the same forces that result in societal discord. It is the ability to think through these issues and offer an effective “school response” that significantly improves the achievement of student sub-groups.
- c. High performing school systems are adept at working with staff and community leaders in designing this response.
- d. The level of academic success of poor, minority, special education and second language learners relates directly to school-wide culture, to instructional strategies in the classroom and to organizational policies and practices.
- e. At the school level, the student’s perception of personal acceptance and feelings of “connectedness” to the school make a powerful difference in student’s success. If the school culture is accepting and welcoming to all students and parents, assures that all are treated with respect, establishes high academic expectations for all students and clearly

values multi-culturalism, then the school has laid the foundation for student academic progress.

- f. Within the classroom, the achievement of poor, minority and special needs students is related to similar variables.
- g. Individual student interactions with teachers are the most important variable in student success.

Professional Development for School Strategic Planning Committees

- a. Strategic Planning is a process for creating an organization's preferred future. It is a long-range planning procedure for organizational renewal and transformation that provides a framework for improving programs, management functions, and evaluation of an organization's progress.
- b. Strategic planning helps us to think and act strategically, develop effective strategies, clarify future directions, establish priorities, improve organizational performance, build teamwork and expertise, and deal effectively with a rapidly changing environment.
- c. The Professional Development for strategic planning process involves a series of steps that moves us through:
 - i. analyzing relevant external trends and their implications;
 - ii. assessing organizational capacity to

manage external change;

iii. developing a mission and guiding beliefs; establishing goals, objectives, and action plans designed to move the organization to where it wants to be;

iv. setting a strategic direction to follow to achieve its mission and objectives;

v. communicating its mission, beliefs, and goals/objectives to all stakeholder groups;

vi. implementing action plans it has developed; and

vii. monitoring progress, solving problems, and renewing action plans.

d. Organizations implement strategic planning to effectively deal with change in a proactive, rather than reactive manner by establishing a common purpose, a sense of direction, priorities for change, and a blueprint for action.

e. This plan presents an analysis of the school district's strengths and weaknesses as well as

Prioritization and Mapping

Adjustment of Instructional Time

Highly Qualified Teachers

Time and Resources to Support School-Based Learning Communities

Innovative Approaches to Meeting Subgroup Needs

Professional Development for School Strategic Planning Committees

Data-Based System for Monitoring Student Academic and Personal Progress

Change Based on Internal and External Factors

Use of Data to Target Improvement Efforts

Research-Based High Yield Instructional Strategies

opportunities and threats anticipated by emerging trends and changing conditions.

f. Based upon this understanding and analysis, this document defines the mission, vision, guiding beliefs, and goals and objectives which will guide the work of the school district during the next five years.

g. This strategic plan is the culmination of analysis and work by a strategic planning committee consisting of teachers, administrators, parents, school committee members, government officials, students, and business and community leaders.

Data-Based System for Monitoring Students and Targeting Interventions

- a. Nicholas County Schools will use data from a variety of dimensions: data about student achievement and other student outcomes, data about practices and conditions in and surrounding the schools, and demographic data about the community and region
- b. What are data telling us? What problems or challenges do they reveal?
- c. What can we do about what the data reveal?

- What strategies should we brainstorm?
- d. What research should we consult?
 - e. What are data telling us about how effective our current efforts are in helping achieve our goals?
 - f. Clear expectations as to *what* data are to be gathered, *how* that data will be recorded and stored and *who will be responsible for recording it*.
 - g. Pervasive training by role and responsibility on how to retrieve both standard and customized data reports.
 - h. Staff development on how to “read” and analyze various data reports.
 - i. Training on how to use reports to inform decisions and target interventions for students.

Change Based on Internal and External Factors

- a. The county collects a variety of internal and external trend data and analyzes the data to target school improvement.
- b. Internal and external trend data are communicated to staff and key stakeholders to build a clear

understanding for the need to change.

- c. The *relationship* between economic, social, demographic, and achievement trend data and the national focus on “closing the achievement gap and bringing all students to mastery and beyond” is clearly understood.
- d. Teachers and principals clearly understand the school’s current

achievement trends by sub-group.

- e. Teachers and principals can articulate the discrepancy between current school performance and what is expected in the NCLB accountability measures.

Pervasive use of data to target and refine improvement efforts

- a. The principal assures that data is collected, analyzed and communicated to staff, particularly as it relates to student outcomes such as achievement, attendance, discipline, grade distribution, drop out rates, etc
- b. The principal uses data to make most long-term decisions; few “knee-jerk” decisions are made.
- c. The principal and members of the strategic planning committee see analysis

- and use of data as an important part of their responsibilities for school improvement.
- d. The staff and other stakeholders are knowledgeable of the results of data analysis completed by the strategic planning committee.
 - e. In evaluating new programs or innovations, data about student outcomes will be the primary measures used to evaluate success.

Research-Based High Yield Instructional Strategies

- a. Through policies and practices, the school communicate that quality engaging instruction is essential in every classroom.
- b. As one observes classrooms throughout the school, students appear highly involved and interested in the instructional activities.
- c. There appears to be pervasive and appropriate use of research-based instructional strategies; rarely would one see inappropriately long lectures, over-use of work sheets, or practices considered to be “busy work.”
- d. The majority of principals and teachers could describe the research-based instructional strategies categorized by Marzano and other researchers.

- e. The system has a long-term plan for how to increase the instructional expertise of teachers in ways that is customized to the varied needs of teachers and delivered through embedded professional development.
- f. Throughout the school, there is an existing culture that makes poor instruction unacceptable and quality instruction highly valued and honored.
- g. There is an effective school-wide process for monitoring instruction and providing helpful feedback to teachers

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>Prioritization and Mapping</p>	<p>Title I compliance</p> <p>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.</p> <p>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.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
<p>Adjustment of Instructional Time</p>	<p>Title I compliance</p> <p>The 1994 report of the National Education Commission on Time and Learning, <i>Prisoners of Time</i>, 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.</p> <p>National Education Commission on Time and Learning, <i>Prisoners of Time: Report of the National Educational Commission on Time and Learning</i>, April 1994.</p> <p>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)</p>
<p>Highly Qualified Teachers</p>	<p>Title I compliance</p> <p>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.</p> <p>Darling-Hammond, L., (2000) <i>Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p>
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>Title I compliance</p> <p>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</p>

	<p>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.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Title I compliance</p> <p>Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.</p> <p>Marzano, Robert J. (2003). <u>What Works In Schools</u>. Alexandria, Va. Association for the Supervision and Curriculum Development</p> <p>Payne, Ruby K. (1996). <u>A Framework for Understanding Poverty</u>. Highlands, TX. Aha! Process, Inc.</p>
<p>Professional Development for School Strategic Planning Committees</p>	
<p>Data-Based System for Monitoring Student Academic and Personal Progress</p>	
<p>Change Based on Internal and External Factors</p>	<p>Title I compliance</p> <p>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)</p> <p>Dufour, Richard and Robert Eaker (1998)</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>Title I Compliance</p> <p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <u>Data Analysis for Continuous School Improvement</u> (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process</p>

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.)

Research-Based High Yield
Instructional Strategies

Technology Plan

Submitted by - jld62001 2007-07-06 14:22:28.0

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,

In Nicholas County Schools, we envision an environment in which all students, staff, and community members will develop the skills to meet the challenges of this rapidly changing technological environment. It is our mission to use this technology for the further advancement of achievement for Nicholas County students.

Technology Needs Assessment

We need to increase the number of XP computers to improve student to computer ratio so more students can use updated computer programs for achievement. We are also working on updating our network to improve high speed internet based learning programs and research for our students.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Tools for Schools elementary funding will be used to update computers for elementary schools according to school technology plans
- 02 - Tools for Schools secondary funds will be used to add new computers to high schools according to school technology plans
- 03 - increase the number of Windows XP computers in the school system by replacing two elementary labs at Mt. Lookout Elementary and Mt. Nebo Elementary.
- 04 - To replace servers in schools to meet new demands for connectivity
- 05 - To begin the implementation/addition of interactive white boards and data projectors when deemed necessary by school technology committees
- 06 - To add additional drops and electronics to schools in order to refresh networks
- 07 - To continue to leverage funding by making e-rate requests for schools infrastructure in conjunction with TFS

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To increase technology integration and 21st century skills and improve student achievement; to allow better access to computer programs and the internet.

Persons Responsible Technology coordinator

Target Audience Students/Staff

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

Associated Goals/Objectives None

Associated High Yield Strategies None

Action Step RLIS - Gifted and Talented

Projected Begin Date September 2, 2007	Projected End Date May 12, 2008	Actual Begin Date September 2, 2007	Actual End Date May 12, 2008
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Purpose To assist gifted students in taking AP classes, the County purchases AP materials needed and pays for half the cost of the exam	Persons Responsible Counselors, and AP teachers	Target Audience Talented students
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Federal Compliances RLIS 03. Educational Technology, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section County Strategic

Associated Goals/Objectives Gr 3-5 RLA %Mastery increase 4% ,Gr 6-8 RLA%Mastery increase 4% ,Gr 10 RLA% mastery increase 4% ,Low SES Gr 10 RLA% Mastery increase 4% ,Low SES Grs 6-8 RLA%Mastery increase 5% ,Low SES Grs 3-5 RLA%Mastery increase 5% ,Sp. Ed. Gr10 RLA%Mastery increase 15% ,Sp. Ed.Grs6-8RLA%Mastery increase 10% ,Sp.Ed. Grs3-5RLA%Mastery increase 10% ,Grs3-5 Math%Mastery increase 4% ,Grs6-8 Math%Mastery increase 5% ,Gr10 Math%Mastery increase 5% ,Low SESGr10Math% Mastery increase 5% ,Low SESGrs6-8Math%Mastery increase 5% ,Low SESGrs3-5Math%Mastery increase 5% ,Sp. Ed Gr10Math%Mastery increase 10% ,Sp. Ed Grs6-8 Math%Mastery increase 10% ,Sp. Ed Grs3-5 Math%Mastery increase 10%

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs

Action Step Title II - Analyze WESTEST, ACT Explore, and ACT PIAN data

Projected Begin Date August 20, 2007	Projected End Date June 8, 2011	Actual Begin Date September 8, 2007	Actual End Date June 1, 2008
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Purpose To identify students early so that counselors and teachers may encourage capable students to take	Persons Responsible Assistant Superintendent, Principals and teachers	Target Audience teachers	Intended Impact on Audience Student scores will improve.
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Professional Development Trainer Led	Professional Development Other Description Personnel taught how to analyze test scores	Federal Compliances Title II 05. Retraining, Technology 02-Technology Integration for 21st Century Skills/Student Achievement
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Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Schools will use Compass software and begin to implement Odyssey software that is aligned with the WV CSOs being taught in the classroom
- 02 - Schools will use instructional software, standards based lesson plans, Marco Polo, SAS in Schools and other instructional software
- 03 - The staff will analyze WESTEST scores using Test Clarity software.
- 04 - Schools will work to purchase skill building software and utilize online sites.
- 05 - To collaborate with Title I to provide updated Compass Odyssey software for elementary schools

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date August 20, 2007	Actual End Date ?
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Purpose To increase technology integration and 21st century skills and improve student achievement	Persons Responsible Technology coordinator	Target Audience Students/Staff
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Provide Cellular Communications to Nicholas County School Staff.
- 02 - Provide Web Hosting to our secondary schools.
- 03 - Provide T-1 data lines to all schools.
- 04 - Provide Voice Phone Service to our schools.
- 05 - Provide long distance services to Nicholas County Schools
- 06 - Provide paging capabilities to Nicholas County staff
- 07 - Ensure that students and staff are using the telecommunications network to access the Internet for standards based lesson plans and resources and use email accounts for improved communication with students, families, other staff and community
- 08 - To access WVEIS for student management information
- 09 - Request service substitutions for 2005/80% e-rate discounts that were funded in 2007

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose For improved communication with schools, home, community, state education departments, and board office to ensure the safety of our students

Persons Responsible Vendors and technology coordinator

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 Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - To provide modern up to date computers to enhance student learning.
- 02 - Continue to eliminate all Windows 95 and 98 computers and strive to increase the number of Windows XP computers in Nicholas County

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To increase technology integration and 21st century skills and improve student achievement

Persons Responsible Technology coordinator

Target Audience Students/Staff

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

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

Plan Section

Associated Goals/Objectives Gr 3-5 RLA %Mastery

Associated High Yield Strategies Use of Data to Target

increase 4% ,Gr 6-8 RLA%Mastery increase 4% ,Gr 10 RLA% mastery increase 4% ,Low SES Gr 10 RLA% Mastery increase 4% ,Low SES Grs 6-8 RLA%Mastery increase 5% ,Low SES Grs 3-5 RLA%Mastery increase 5% ,Sp. Ed. Gr10 RLA%Mastery increase 15% ,Sp. Ed.Grs6-8RLA%Mastery increase 10% ,Sp.Ed. Grs3-5RLA%Mastery increase 10% ,Grs3-5 Math%Mastery increase 4% ,Grs6-8 Math%Mastery increase 5% ,Gr10 Math%Mastery increase 5% ,Low SESGr10Math%Mastery increase 5% ,Low SESGrs6-8Math%Mastery increase 5% ,Low SESGrs3-5Math%Mastery increase 5% ,Sp. Ed Gr10Math%Mastery increase 10% ,Sp. Ed Grs6-8 Math% Mastery increase 10% ,Sp. Ed Grs3-5 Math%Mastery increase 10% ,Technology ,Integration

Action Step Title II - Create and administer benchmark assessments in grades K-12 for reading/language arts and math.

Projected Begin Date August 26, 2007	Projected End Date June 8, 2008	Actual Begin Date August 26, 2007	Actual End Date June 1, 2008
Purpose To assess student mastery of concepts at benchmark points throughout the year	Persons Responsible Assistant Superintendent, Principals, teachers	Target Audience teachers	Intended Impact on Audience Students summative scores will improve
Professional Development Trainer Led	Professional Development Other Description Teacherw will be trained to utilize benchmark assesment from the web for student assessment	Federal Compliances Title II 02. Professional Development, Technology 05-Delivery of 21st Century Content through Distance Learning	

Plan Section Technology

Associated Goals/Objectives Technology

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

- 01 - Access curriculum beyond the regular areas of the classroom that may not be available except through technology.
- 02 - To provide Spanish courses through distance learning settings that can benefit more students and provide virtual schools experience.
- 03 - Provide students access to WV Virtual School courses when courses not available through traditional delivery

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
Purpose To increase technology integration and 21st century skills and improve student achievement; to provide classes to some students that might not otherwise be able to take and enrich their academic achievement	Persons Responsible Technology coordinator	Target Audience Students/Staff	

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - To promote parental involvement and improve commication with community/home through effective use of technology.
- 02 - Request web hosting funds to share student progress with secondary school community
- 03 - Collaborate with schools to have school webpages that communicate with students, families and community
- 04 - Encourage the use of e-mail for communication with students, families and community

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To increase technology integration and 21st century skills and improve student achievement	Persons Responsible Technology coordinator	Target Audience Students/Staff
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Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section County Strategic

Associated Goals/Objectives Gr 3-5 RLA %Mastery increase 4% ,Gr 6-8 RLA%Mastery increase 4% ,Gr 10 RLA% mastery increase 4% ,Technology	Associated High Yield Strategies Use of Data to Target Improvement Efforts
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Action Step Provide TESTMATE CLARITY training

Projected Begin Date October 7, 2006	Projected End Date June 10, 2011	Actual Begin Date September 7, 2007	Actual End Date September 7, 2007
Purpose Analyse test scores	Persons Responsible Trainers	Target Audience Principals and teachers	Intended Impact on Audience Student scores will improve

Professional Development Action Step Research	Professional Development Other Description Principals and specific teachers were trained to train other teachers how to use the product.	Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction
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Plan Section Technology

Associated Goals/Objectives Technology	Associated High Yield Strategies None
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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

- 04 - Provide individual school training on technolgy related needs for that particular school. Nov.14
- 06 - Provide Writing Assessment training for on line testing.
- 09 - Technology Training for Math related areas. June 3
- 11 - Walk through training for principals on using Plams in doing walk-throughs
- 03 - Provide training to teachers on writing curriculum with technology. Oct. 23
- 05 - Provide 21st Century Awareness training. Feb 18
- 07 - New WVEIS training for administrators. Jan.4
- 08 - 21st Century Learning Training. Jan. 15 and March 13
- 01 - Provide WVEIS Training for new principals and those who want a review on how to record and follow this information.
- 02 - To provide Compass training consultants to work with teachers in aligning the Compass software lessons with WV CSOs. Through out the year

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
Purpose To increase technology integration and 21st century skills and improve student achievement	Persons Responsible Technology coordinator/local trainers	Target Audience Staff	Intended Impact on Audience To better prepare teachers for using 21st Century instruction with the use of technology.

Professional Development Coaching	Professional Development Other Description 21st Century Awareness training.	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 Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - To provide Norton Anti-Virus and Deep Freeze Programs to the schools.
- 02 - Maintain Network Systems for the Nicholas County School System.
- 03 - Maintain Technology Equipment to ensure that students and staff have consistent access to computers and other technologies
- 04 - Collaborate with RESA, TFS vendors and county technicians for timely maintenance support

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To increase technology integration and 21st century skills and improve student achievement	Persons Responsible Technology coordinator	Target Audience Students/Staff
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Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/9: Collaborate with adult literacy providers

- 01 - Make computer labs available for adult literacy.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To increase technology integration and 21st century skills and improve student achievement	Persons Responsible Technology coordinator	Target Audience Students/Staff
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Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	7,392.00	5,692.00	1,700.00
	Data Lines	104,520.00	80,480.00	24,040.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	4,116.00	3,169.00	947.00
	Paging	1,202.40	926.00	277.00
	Voice	40,652.44	31,302.00	9,350.00
	WAN	0.00	0.00	0.00
	Web Hosting	1,322.40	1,018.00	304.00
	E-rate Totals		159,205.00	122,588.00
TFS/Elementary E-rate Application	2008 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00

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

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	7,392.00	5,691.84	1,700.16
		Data Lines	104,520.00	80,480.40	24,039.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	4,116.00	3,169.32	946.68
		Paging	1,202.00	925.85	276.55
		Voice	40,652.00	31,302.38	9,350.06
		WAN	0.00	0.00	0.00
		Web Hosting	1,322.00	1,018.25	304.15
		E-rate Totals	159,205.00	122,588.04	36,617.20

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

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2006	Cellular	7,020.00	5,616.00	1,404.00
		Data Lines	125,815.20	100,652.16	25,163.04
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	3,900.00	3,120.00	780.00
		Paging	1,200.24	960.19	240.05
		Voice	38,860.96	31,088.77	7,772.19
		WAN	0.00	0.00	0.00
		Web Hosting	4,035.60	3,228.48	807.12
		E-rate Totals	180,832.00	144,665.60	36,166.40

State Basic Skills E-rate Application 2006 State Totals - BS/CE 0.00 0.00 0.00

State SUCCESS E-rate Application 2006 State Totals - SUCCESS 0.00 0.00 0.00

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	0.00	0.00	0.00
		Data Lines	112,335.00	92,114.70	20,220.30
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	3,000.00	2,460.00	540.00
		Paging	0.00	0.00	0.00
		Voice	44,593.36	36,566.56	8,026.80
		Web Hosting	4,248.00	3,483.36	764.64
		E-rate Totals	164,176.36	134,624.62	29,551.74

State Basic Skills E-rate Application	2005	Craigsville ES	11,985.00	90	10,786.50	1,198.50
		Dixie ES	8,859.00	80	7,087.20	1,771.80
		Mount Nebo ES	6,430.00	80	5,144.00	1,286.00
		Panther Creek ES	20,211.20	80	16,168.96	4,042.24
		Summersville ES	35,916.00	80	28,732.80	7,183.20
		Zela ES	6,430.00	80	5,144.00	1,286.00
		State Totals - BS/CE	89,831.20		73,063.46	16,767.74

State SUCCESS E-rate Application	2005 Nicholas County HS	4,432.90	80	3,546.32	886.58
	Nicholas County Vo-Tech	11,947.53	80	9,558.02	2,389.51
	Richwood Junior HS	3,970.35	80	3,176.28	794.07
	State Totals - SUCCESS	20,350.78		16,280.62	4,070.16

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

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

2. If yes, what is the last date of adoption/revision? 11/19/2002

3. When was the public meeting held for CIPA Compliance? 05/10/2001

4. Provide the URL to your acceptable use policy. boe.nich.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	16	1	17
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			

WORK PLAN SUMMARY

Support/Capacity Building Process

The writing scores in Nicholas County dropped tremendously over the past year. WE have begun staff development for all teachers in grades PK-12. This training includes 6 Trait Writing and the 4 Square graphic organizer.

Process Monitoring

Our first step was to provide staff development for the 4 square graphic organizer. The teachers will be trained on the "organization" and "voice" segments of the 6 traits. Marshall University is working with us to train 40 teachers throughout the grade levels on 6 Trait Writing.

Evaluation Process

Our evaluation of success will be the student's scores on the writing assessment that is given in March.