

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

OHIO COUNTY SCHOOLS OHIO COUNTY BOARD OF EDUCATION OFFICE

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"Good plans shape good decisions.

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

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

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Mr.	James Freeland
	Mr.	Jeff Laird
	Mrs.	Leah Stout
	Ms.	Sue McGuier
	Ms.	Mary Kay Reisinger
	Mrs.	Christine Carder
	Mrs.	Kimberly Miller
	Mr.	George Krelis
	Ms.	Dianna Vargo
	Business & Community	Mr.
Mr.		Terry Sterling
Mr.		Timothy P. McCormick
ESL Teacher	Mrs.	Helen Hager
Other	Mr.	Robert W. Dunlevy
	Dr.	Beth Musser
Parents	Mr.	Charles Schlegel
	Mr.	Edward Breiding
	Mrs.	Sandra Chapman
Students	Mr.	Garrett Hunter
Teachers	Mr.	Patrick Durkin, Jr.
	Mr.	John Chacalos
	Mrs.	Nancy Holden
	Mr.	Richard Thomas
	Mrs.	Mary Palma
	Ms.	Kathy Paulus
Technology Committee		

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

Ohio County Schools will provide educational opportunities that ensure each student a foundation for success.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All students can learn.
2. Teachers have the skills and expertise to help all students achieve.
3. High expectations must be the norm.
4. Principals must be strong instructional leaders.
5. Every employee plays a vital role.
6. Student academic progress must be monitored frequently.
7. Instructional time must be protected.
8. School climate must be conducive to teaching and learning.
9. Decisions must be data driven.
10. Diversity enriches student achievement.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Technology E-rate	141,814.00
Technology E-rate County Match	69,849.00
Technology Infrastructure	76,463.00
Technology Local Share	21,708.00
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
TFS/Elementary Technology	71,021.00
TFS/Secondary Technology	87,774.00
Title II	453,659.00
Title III Language Instruction LEP	3,471.00
Title IV Safe and Drug Free Schools	38,949.10
Title V	7,741.00
Total	\$ 972,449.10

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

There has been a drop in student enrollment of 364 students (163 females and 201 males), or 6.36% from 2002 to 2005. This is in contrast to the loss of students at the state level, which is less than 1%, during the same time period.

Ohio					
County	Year 2002	Year 2003	Year 2004	Year 2005	Year 2006
Total Students	5,724	5,552	5,451	5,360	5,324
Females	2,776	2,670	2,629	2,613	2,581
Males	2,948	2,882	2,822	2,747	2,743
White Students	5,251	5,076	4,971	4,847	4,796
Black Students	411	409	418	449	445
Hispanic Students	11	12	13	14	19
American Indian	5	3	3	1	4
Asian Students	46	52	46	49	60

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

Ohio County is one of 55 counties in West Virginia. It is part of the Wheeling, WV-OH Metropolitan Statistical Area. Its 2004 population of 45,360 ranked 13th in the state.

Per Capita Personal Income

In 2004, Ohio had a per capita personal income (PCPI) of \$31,461. This is ranked 2nd in the state and was 122% of the state average, \$25,792, and 95% of the national average, \$33,050. The 2004 PCPI reflected an increase of 4.7% from 2003. The 2003-2004 state change was 5.2% and the national change was 5.0%. In 1994, the PCPI of Ohio was \$21,900 and ranked 2nd in the state. The average annual growth rate of PCPI over the past 10 years was 3.7%. The average annual growth rate for the state was 4.1% and for the nation 4.1%.

The greatest drop in population has been in the 10 to 24 age group, with birth to 5 being the next greatest. The greatest increase has been in the 75 and over age group. The median age has risen from 33 years old in 1970 to 42 in 2005. Although the county's population is primarily middle class Caucasian, the Black population has increased by about 240 over the last ten years. The percent of the population age 25 and over not completing high school has dropped by 35.3% since 1970; those completing high school only increased by 21.1%; and those completing four or more years of college increased by 14.3%. The school system must work to gain continued support from the increasing numbers of senior citizens, whose votes are needed for the operational levy and in other areas. The system must understand the needs of minority students and implement programs to ensure their academic success. The per capita income for Ohio County has increased 39.99% from 1990-1998.

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

The unemployment rate has varied from 3.4% to 4.5% since 2001. The poverty level has remained fairly stable since 1990, with approximately 5,900 household incomes under \$20,000. The total retail sales have dropped by 17.83% since 1970. The greatest increase in population growth has been in the subgroups of Black residents and senior citizens, with a corresponding decrease in the age 10-25 subgroup. (See Question 2)

Also see the answer to Question 4. With new economic development in the area, it is expected that the unemployment rates may decrease. Whether the nature of the economic development is such that it will provide the kinds of salaries to reduce the poverty level remains to be seen.

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

There has been a significant decrease in local small businesses; however, there are two new economic development areas in progress. It is anticipated that the number of available jobs will grow. Ohio County showed an annual growth of 2.7% in personal income between 1997 and 2002. Ohio County ranked 42nd in the state in annual economic growth during the same time period. The percent of individuals age 5 and over living in the same house in 2000 as they did in 1995 was 62.1%. Basic academic skills will need to be emphasized in relevant career and technical and programs. The school system needs to support economic development wherever possible.

Within the last year there has been a new thrust to economic development in the area. Several new franchise, service-oriented businesses are being built in the area of the county called the Highlands.

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

Profile for Ohio, WV (county)

12 Key Indicators of Child Well-Being (Most recent 5 years are shown; [show all years.](#))

		Trend Data				
		1999	2000	2001	2002	2003
Percent Low Birth-weight Babies	Ohio	6.4%	-	-	9.7%	9.9%
	WV	8.1%	-	-	8.8%	8.9%
Infant Mortality Rate (Per 1,000 Live Births)	Ohio	7.5	7.6	-	10.5	9.9
	WV	8.0	8.0	-	7.9	7.8
Child Death Rate (Ages 1-14 per 100,000 children)	Ohio	17.4	22.7	20.4	18.1	18.4
	WV	24.6	31.1	25.2	24.5	24.7
Percent of Eligible Children Served by Head Start (Ages 3 - 4) (2003)	Ohio	43.8%	47.6%	47.6%	43.7%	77.1%
	WV	49.5%	59.5%	62.2%	62.0%	74.5%
Percent Children Approved for Free and Reduced-Price School Meals (Grades K-12)	Ohio	39.4%	44.0%	-	46.7%	46.7%
	WV	52.7%	49.4%	-	51.5%	52.7%
Child Abuse/Neglect Rate (per 1,000 children) (2004)	Ohio	-	-	-	8	14
	WV	-	-	-	14	23
Teen Birth Rate (15-19 per 1,000 Females)	Ohio	32.6	35.1	32.2	30.0	28.2
	WV	50.2	48.6	46.1	44.3	42.7
Percent Births to Unmarried Teens (Ages 10-19)	Ohio	9.5%	10.6%	-	10.0%	9.8%
	WV	10.7%	10.2%	-	9.3%	9.3%
Percent High School Dropouts	Ohio	17%	18%	18%	17%	17%
	WV	16%	16%	16%	16%	17%
Juvenile Delinquency Case Rate (per 1,000 Youths)	Ohio	52	75	15	92	77
	WV	24	38	23	46	32
Teen Violent Death Rate (Ages 15-19 per 100,000 Teens)	Ohio	33.2	27.9	-	39.8	52.0
	WV	65.6	64.6	-	67.5	66.9
Percent Births to Mothers with < 12th Grade Education	Ohio	14.2%	15.1%	14.4%	14.4%	14.1%
	WV	20.5%	19.9%	19.4%	19.0%	18.7%

12 Key Background Facts (Most recent 5 years are shown; [show all years.](#))

		Trend Data				
		1999	2000	2001	2002	2003
Total Population (2004)	Ohio	-	47,427.0	46,618.0	45,828.0	45,410.0
	WV	-	1,808,344.0	1,800,975.0	1,810,357.0	1,815,354.0
Education Expenditures Per Pupil (2004 Dollars)(2004)	Ohio	-	-	-	-	\$7,965.3
	WV	-	-	-	-	\$7,843.3
Percent All Families With Related Children Who Receive Cash Assistance (2004)	Ohio	-	6.1%	6.4%	4.2%	4.8%
	WV	-	6.4%	7.5%	5.1%	5.1%
Percent Births with Early Prenatal Care	Ohio	-	84.6%	86.9%	86.5%	87.7%
	WV	-	95.3%	85.9%	86.2%	86.1%
Unemployment Rate (2004)	Ohio	-	3.6%	3.5%	4.2%	5.1%
	WV	-	5.5%	5.8%	6.1%	5.3%
Population Under Age 18 (2004)	Ohio	-	10,096.0	-	9,518.0	9,166.0
	WV	-	409,561.0	-	390,903.0	384,641.0
Percent Population Under Age 18 (2004)	Ohio	-	21.3%	-	20.8%	20.2%
	WV	-	22.6%	-	21.6%	21.2%
Percent Minority Population (2004)	Ohio	-	5.5%	-	5.4%	5.4%
	WV	-	5.0%	-	5.0%	5.0%

Percent of children under age 18 who are minority (2004)	Ohio	-	-	-	8.1%	8.0%
	WV	-	-	-	5.0%	5.9%
Percent Children in Poverty	Ohio	19.9%	20.4%	-	19.5%	20.4%
	WV	23.8%	24.3%	-	24.3%	24.3%
Median Family Income (1999 Dollars)	Ohio	-	-	-	\$41,261	-
	WV	-	-	-	\$36,484	-
Percent Children in Single Parent Families (2000)	Ohio	-	27.3%	-	-	-
	WV	-	24.7%	-	-	-

The percent of single-parent families increased from 15.8% in 1980 to 27.3% in 2000. The percent of children living in poverty went from 14.7% in 1980 to 19.5% in 2002. The percent of children approved for free and reduced lunch K-12 increased dramatically from 26.9% in 1990 to 46.7% in 2002. The school system will need to monitor closely the academic progress of at-risk and low socio-economic students and provide early interventions with sustained input to keep these students moving through the system.

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?

33.2% of 8th graders and 41.9% of 11th graders said they had used cigarettes within the past year. 42.8% of 8th graders and 61.0% of 11th graders said they had used beer within the past year. 20.8% of 8th graders and 35.5% of 11th graders said they had used marijuana within the past year. 5.7% of 8th graders and 8.4% of 11th graders said they had used cocaine within the past year. 4.8% of 8th graders and 7.6% of 11th graders said they had used hallucinogens within the past year. 6.2% of high school students said they rarely or never wore a seatbelt when riding in a car. 9.4% said they had ridden with a driver who had been drinking alcohol during the past 30 days. 6.5% said they had carried a weapon during the past 30 days. 2.4% said they had attempted suicide during the past 12 months. 16.4% said they had sexual intercourse, and 12.8% said they were sexually active and did not use a condom. 11.3% said they did not participate in vigorous physical activity three or more days a week, and 20.8% said they did not attend PE class daily. 3.7% were severely overweight, and 6.1% said they did not eat five or more fruits and vegetables a day.

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

Technology has expanded so dramatically in our schools to provide the options for students at all levels to have access to the Internet. We are continuing to look at possible expansion of hardware and software to continue to meet the needs of the students in all academic areas. 28 percent of high school students access foreign news sources via the Internet. 90 percent of children between ages 5 and 17 use computers. 94 percent of online teens use the Internet for school-related research. It is our educational responsibility to continue to provide every avenue and opportunity for the students of Ohio County to expand their technological capabilities.

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

Approximately 70 percent of the high school students in the county have part-time jobs to help support their families or their personal needs. Students who enroll in the Jobs for WV and class other similar classes improve their student achievement along with the capability of earning one additional credit. However, there are a percentage of students whose employment does negatively affect the achievement because of their job commitments (long hours, etc.) Our responsibility is to provide the quality of instruction to that group of students that will positively impact achievement. Each year students earn over 10,000 hours of community service. Students may earn 1 credit per 144 hours of volunteer service. These service learning hours are affecting student achievement in a positive way, because these students tend to be more disciplined.

PRIORITIES

1. Address the academic and social needs of students in the low socio-economic status group.
2. Educate students through the Health Curriculum on healthy life styles.
3. Focus on early intervention with pre-school and transitional kindergarten programs to identify academic weaknesses.
4. Prepare students for employment after high school through career and technical programs.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

All Ohio County Schools met the benchmarks for Adequate Yearly Progress in 2005.

In 2006, all but one school met the benchmarks for Adequate Yearly Progress. The area of concern was at the middle-school level for special-needs students in both reading and math. Several interventions are being put in place to address the problem. Two other schools (one middle school and the high school) are being monitored closely for the achievement levels of students in the low socio-economic subgroup.

In 2007, all but one school met the benchmarks for Adequate Yearly Progress. The area of concern for the second year was at the middle-school level for Students with Disabilities in both reading and math. Several interventions are designed to address the problem. Three other schools (two elementary schools and the high school) are being monitored closely for the achievement levels of students in the Economically Disadvantaged subgroup.

WESTEST Confidential Summary Report

The data shown below is from the baseline first year of Ohio County School's five-year plan. The three areas of focus as listed below remain the same; however, there will be an increased emphasis on academic interventions for students who are economically disadvantaged.

In 2006 the three areas of focus will need to be in Special Education, Reading/Language Arts and Math; low socio-economic status students, and Black student subgroup. Reading/Language Arts Grade 3: 83% at or above mastery Special Education: 52% at or above mastery Low socio-economic: 76% at or above mastery Black: 75% at or above mastery Grade 4: 84% at or above mastery Special Education: 60% at or above mastery Low socio-economic: 78% at or above mastery Black: 79% at or above mastery Grade 5: 82% at or above mastery Special Education: 29% at or above mastery Low socio-economic: 75% at or above mastery Black: 65% at or above mastery Grade 6: 82% at or above mastery Special Education: 25% at or above mastery Low socio-economic: 76% at or above mastery Black: 69% at or above mastery Grade 7: 81% at or above mastery Special Education: 35% at or above mastery Low socio-economic: 72% at or above mastery Black: 74% at or above mastery Grade 8: 86% at or above mastery Special Education: 29% at or above mastery Low socio-economic: 75% at or above mastery Black: 76% at or above mastery Grade 10: 83% at or above mastery Special Education: 24% at or above mastery Low socio-economic: 76% at or above mastery Black: 67% at or above mastery Mathematics Grade 3: 87% at or above mastery Special Education: 75% at or above mastery Low socio-economic: 82% at or above mastery Black: 68% at or above mastery Grade 4: 84% at or above mastery Special Education: 59% at or above mastery Low socio-economic: 76% at or above mastery Black: 74% at or above mastery Grade 5: 87% at or above mastery Special Education: 43% at or above mastery Low socio-economic: 81% at or above mastery Black: 71% at or above mastery Grade 6: 86% at or above mastery Special Education: 44% at or above mastery Low socio-economic: 81% at or above mastery Black: 78% at or above mastery Grade 7: 82% at or above mastery Special Education: 44% at or above mastery Low socio-economic: 74% at or above mastery Black: 69% at or above mastery Grade 8: 78% at or above mastery Special Education: 21% at or above mastery Low socio-economic: 67% at or above mastery Black: 52% at or above mastery Grade 10: 77% at or above mastery Special Education: 20% at or above mastery Low socio-economic: 71% at or above mastery Black: 63% at or above mastery

In 2007, three areas of focus will be Students with Disabilities, Reading/Language Arts and Math; Economically Disadvantaged Students, Reading/Language Arts and Math; and Black student subgroup, Reading/Language Arts and Math. Reading/Language Arts- Grade 3: 76% of Students with Disabilities at or above mastery, 81% of Economically Disadvantaged Students at or above mastery, and 85% of Black students at or above mastery; Grade 4: 61% of Students with Disabilities at or above mastery, 78% of Economically Disadvantaged Students at or above mastery, and 89% of Black students at or above mastery; Grade 5: 59% of Students with Disabilities at or above mastery, 83% of Economically Disadvantaged Students at or above mastery, and 71% of Black students at or above mastery; Grade 6: 52% of Students with Disabilities at or above mastery, 83% of Economically Disadvantaged Students at or above mastery, and 83% of Black students at or above mastery; Grade 7: 50% of Students with Disabilities at or above mastery, 82% of Economically Disadvantaged Students at or above mastery, and 75% of Black students at or above mastery; Grade 8: 29% of Students with Disabilities at or above mastery, 79% of Economically Disadvantaged Students at or above mastery, and 82% of Black students at or above mastery; Grade 10: 22% of Students with Disabilities at or above mastery, 61% of Economically Disadvantaged Students at or above mastery, and 47% of Black students at or above mastery. Math- Grade 3: 82% of Students with Disabilities at or above mastery, 85% of Economically Disadvantaged Students at or above mastery, and 91% of Black students at or above mastery; Grade 4: 65% of Students with Disabilities at or above mastery, 81% of Economically Disadvantaged Students at or above mastery, and 89% of Black students at or above mastery; Grade 5: 69% of Students with Disabilities at or above mastery, 89% of Economically Disadvantaged Students at or above mastery, and 82% of Black students at or above mastery; Grade 6: 57% of Students with Disabilities at or above mastery, 78% of Economically Disadvantaged Students at or above mastery, and 75% of Black students at or above mastery; Grade 7: 30% of Students with Disabilities at or above mastery, 74% of Economically Disadvantaged Students at or above mastery, and 69% of Black students at or above mastery; Grade 8: 39% of Students with Disabilities at or above mastery, 78% of Economically Disadvantaged Students at or above mastery, and 74% of Black students at or above mastery; Grade 10: 27% of Students with Disabilities at or above mastery, 68% of Economically Disadvantaged Students at or above mastery, and 55% of Black students at or above mastery;

WESTEST Confidential Item Analysis Summary

For 2006, Writing Assessment results show the following: Grade 7: Descriptive - 86% at or above mastery Expository - 88% at or above mastery Narrative - 65% at or above mastery Persuasive - 83% at or above mastery Grade 10: Descriptive - 85% at or above mastery Expository - 92% at or above mastery Narrative - 92% at or above mastery Persuasive - 89% at or above mastery 2006 WESTEST Confidential Item Analysis Summary Reading/Language Arts Grade 3: Reading - 82% at or above mastery Writing - 86% at or above mastery Grade 4: Reading - 83% at or above mastery Writing - 83% at or above mastery Grade 5: Reading - 82% at or above mastery Writing - 82% at or above mastery Grade 6: Reading - 80% at or above mastery Writing - 83% at or above mastery Grade 7: Reading - 78% at or above mastery Writing - 77% at or above mastery Grade 8: Reading - 85% at or above mastery Writing - 82% at or above mastery Grade 10: Reading - 80% at or above mastery Writing - 77% at or above mastery Mathematics Grade 3: Number & Operations - 84% at or above mastery Algebra - 80% at or above mastery Geometry - 85% at or above mastery Measurement - 86 % at or above mastery Data Analysis & Prob - 82% at or above mastery Grade 4: Number & Operations - 82% at or above mastery Algebra - 87% at or above mastery Geometry - 79% at or above mastery Measurement - 88 % at or above mastery Data Analysis & Prob - 80% at or above mastery Grade 5: Number & Operations - 88% at or above mastery Algebra - 85% at or above mastery Geometry - 88% at or above mastery Measurement - 88 % at or above mastery Data Analysis & Prob - 76% at or above mastery Grade 6: Number & Operations - 81% at or above mastery Algebra - 92% at or above mastery Geometry - 87% at or above mastery Measurement - 81 % at or above mastery Data Analysis & Prob - 78% at or above mastery Grade 7: Number & Operations - 79% at or above mastery Algebra - 81% at or above mastery Geometry - 81% at or above mastery Measurement - 67 % at or above mastery Data Analysis & Prob - 84% at or above mastery Grade 8: Number & Operations - 79% at or above mastery Algebra - 83% at or above mastery Geometry - 75% at or above mastery Measurement - 83 % at or above mastery Data Analysis & Prob - 74% at or above mastery Grade 10: Number & Operations - 79% at or above mastery Algebra - 75% at or above mastery Geometry - 80% at or above mastery Measurement - 70 % at or above mastery Data Analysis & Prob - 82% at or above mastery In 2007, the WESTEST Confidential Item Analysis Summary for Reading/Language Arts shows: Grade 3: Reading-87% at or above mastery; Writing 89% at or above mastery; Grade 4: Reading-86% at or above mastery; Writing 87% at or above mastery; Grade 5: Reading-87% at or above mastery; Writing 87% at or above mastery; Grade 6: Reading-88% at or above mastery; Writing 87% at or above mastery; Grade 7: Reading-85% at or above mastery; Writing 84% at or above mastery; Grade 8: Reading-85% at or above mastery; Writing 79% at or above mastery; Grade 10: Reading-74% at or above mastery; Writing 77% at or above mastery. The 2007 WESTEST Confidential Item Analysis Summary for Math shows: Grade 3: Number and Operations-89% at or above mastery, Algebra-96% at or above mastery, Geometry-89% at or above mastery, Measurement-89% at or above mastery, Data Analysis and Probability-82% at or above mastery; Grade 4: Number and Operations-85% at or above mastery, Algebra-89% at or above mastery, Geometry-82% at or above mastery, Measurement-87% at or above mastery, Data Analysis and Probability-84% at or above mastery; Grade 5: Number and Operations-91% at or above mastery, Algebra-89% at or above mastery, Geometry-94% at or above mastery, Measurement-82% at or above mastery, Data Analysis and Probability-82% at or above mastery; Grade 6: Number and Operations-79% at or above mastery, Algebra-86% at or above mastery, Geometry-90% at or above mastery, Measurement-81% at or above mastery, Data Analysis and Probability-90% at or above mastery; Grade 7: Number and

Operations-81% at or above mastery, Algebra-81% at or above mastery, Geometry-78% at or above mastery, Measurement-70% at or above mastery, Data Analysis and Probability-73% at or above mastery; Grade 8: Number and Operations-77% at or above mastery, Algebra-86% at or above mastery, Geometry-81% at or above mastery, Measurement-70% at or above mastery, Data Analysis and Probability-76% at or above mastery; Grade 10: Number and Operations-69% at or above mastery, Algebra-78% at or above mastery, Geometry-83% at or above mastery, Measurement-73% at or above mastery, Data Analysis and Probability-81% at or above mastery.

WESTEST Confidential Roster Report

Below Mastery: For 2006, Grade 3 - Special Ed. Reading/Language Arts Grade 4 - Special Ed. Math and Rdg./LA Grade 5 - Special Ed. Math and Rdg./LA Black - Rdg./LA Grade 6 - Special Ed. Math and Rdg./LAN Black - Rdg/LA Grade 7 - Special Ed. Math and Rdg/LA Black - Rdg/LA Low SES - Rdg/LA Grade 8 - Special Ed. Math and Rdg/LA Black - Math Grade 10 - Special Ed. - Math and Rdg/LA Black - Rdg/LA In 2007, Below Mastery: Grade 4-Students with Disabilities, Math & Reading/LA; Grade 5-Students with Disabilities, Math & Reading/LA; Grade 6-Students with Disabilities, Math & Reading/LA; Black, Math & Reading/LA; Grade 7-Students with Disabilities, Math & Reading/LA; Black, Math; Grade 8-Students with Disabilities, Math & Reading/LA; Grade 10-Students with Disabilities, Math & Reading/LA; Black, Math & Reading/LA, Economically Disadvantaged, Math & Reading/LA.

WV Writing Assessment

The information shown below reflects the baseline data from the first year of the five-year plan. The 2006 writing assessment data reflects a need for increased focus on writing across the curriculum at the high-school level.

Grade 10: Descriptive - 85% at or above mastery Expository - 92% " Narrative - 92% " Persuasive - 89% " Grade 7: Descriptive - 86% " Expository - 88% " Narrative - 65% " Persuasive - 83% " Grade 4: Narrative - 87% "

In 2007, the aggregated Writing Assessment summary shows that in Grade 10, 87% were at mastery or above with Descriptive scores of 87% at mastery or above, Expository scores of 88% at mastery or above, Narrative scores of 88% at mastery or above, and Persuasive scores of 85% at mastery or above. In Grade 7, 76% were at mastery or above for the aggregated summary with Descriptive scores of 79% at mastery or above, Expository scores of 82% at mastery or above, Narrative scores of 70% at mastery or above, and Persuasive scores of 74% at mastery or above. In Grade 4, 84% were at mastery or above.

SAT/ACT Results

County Year 2003 Year 2004 Year 2005 Year 2006 Year 2007 SAT Takers (%) 50.6 40.5 SAT Math Mean Score 513 499 500 495 516 SAT Verbal Mean Score 515 516 510 500 504 County Year 2006 Year 2007 SAT Writing Mean Score 508 498 -----
 -----County Year 2003 2004 2005 2006 2007 ACT Takers (%) 67.3 68.5 ACT Composite 21.1 20.9 20.7 21.0 20.6

ACT Explore - Grade 8 Middle School

In 2004, 8th Grade composite score - 15.4 (3rd in the state)

In 2005, Ohio County Schools' Grade 8 Composite score was 14.3. In 2006, Ohio County Schools' Grade 8 Composite score was 15.1.

ACT Plan - Grade 10 High School

In 2004, 10th grade composite score - 16.9 (four-way tie for 12th in the state) In 2005, Ohio County Schools' tenth grade composite score was 17.9. In 2006, Ohio County Schools' tenth grade composite score was 17.8.

AP Testing Report/AP Rate

County Year 2003 Year 2004 10th Grade Test Takers (%) 0.2 0.2 11th Grade Test Takers (%) 14.2 8.2 12th Grade Test Takers (%) 13.8 11.6 10th Grade Students with APT Score 3 or Higher (%) 100.0 100.0 11th Grade Students with APT Score 3 or Higher (%) 47.8 76.5 12th Grade Students with APT Score 3 or Higher (%) 80.7 85.4 In 2007, 10th Grade Test Takers--3.1%; 11th Grade Test Takers--4.1%; 12th Grade Test Takers--10.6%; 10th Grade Students with AP Score 3 or Higher--48.5% 11th Grade Students with AP Score 3 or Higher--68.7% 12th Grade Students with AP Score 3 or Higher--65.9%

End of Course Testing Report for Career and Technical Education

The viability of each vocational program is being reviewed in light of current economic, technological, and societal trends.

In 2006,

Course % Passing At WPHS % Passing In WV 0711-Health Care Fundamentals 98.65% 75.12% 0715-Concepts of Health Care 100.00% 64.53% 0717-Clinical Concepts 17 100.00% 68.14% 0719-Diversified Clinical 100.00% 93.64% 0721-Medical Terminology 100.00% 60.48% 1003-Child Development I 92.31% 88.12% 1004-Child Development II 100.00% 84.73% 1008-Child Development III 90.91% 68.60% 1009-Child Development IV 100.00% 72.53% 1401-Accounting Principles I 95.00% 50.85% 1403-Accounting Principles II 100.00% 56.93% 1411-Business Computer I 87.50% 63.07% 1413-Business Computer II 100.00% 64.14% 1439-Introduction to Business 71.43% 38.36% 1445-Management/Entrepreneur 100.00% 36.77% 1449-Office Management 100.00% 74.65% 1623-Basice Engine Concepts 87.50% 67.98% 1625-Brakes 53.49% 69.59% 1631-Fundamentals of Automotive 93.10% 62.92% 1637-Suspension and Steering 100.00% 55.10% 1671-Fundamentals of Collision 100.00% 82.77% 1675-Non-Structural Analysis 77.78% 69.89% 1677-Structural Analysis 100.00% 78.17% 1679-Surface Preparation 72.73% 64.75% 1703-Computer Maintenance 100.00% 42.42% 1705-Fundamentals of Computer 56.14% 60.95% 1707-

Systems Software 80.00% 26.83% 1709-Technical Computer 83.33% 54.95% 1763-Fund of Electricity 94.87% 73.43% 1783-Basic AC Circuits 100.00% 92.50% 1787-DC Circuits 100.00% 79.45% 1823-Finishing Carpentry 100.00% 75.90% 1825-Foundation and Framing 63.64% 63.59% 1827-Fundamentals of Building 82.61% 73.89% 1829-Masonry and Plumbing 100.00% 84.23% 1831-Basic Darkroom Procedures 76.67% 69.23% 1851-Basic Illustration 89.74% 90.24% 1857-Fundamentals of Graphic 80.00% 78.95% 1859-Graphic Design 100.00% 96.30% 1861-Illustration 100.00% 95.16% 1903-Fundamentals of Machine 100.00% 28.93% 1905-Machine Processes 100.00% 50.00% 1907-Machining Applications 100.00% 43.33% 1953-ProStart IA 66.67% 86.71% 1954-ProStart IB 55.56% 76.00% 1955-ProStart IIA 66.67% 69.57% 1956-ProStart IIB 50.00% 71.74% 1985-Fundamentals of Welding 74.19% 73.95% 1987-Gas Metal Arc Welding 66.67% 72.15% 1995-Thermal Cutting & Welding 100.00% 66.38%

In 2007, the viability of each career-technical program is under review in light of current economic, technological, and societal trends. The test data reveals the % Passing at Wheeling Park High School: Brakes—84.44%; Suspension and Steering—81.33%; Health Care Fund.—89.05%; Concepts of HC—91.14%; Clinical Concepts—91.9%; DCA—96%; ProStart IB—72%; ProStart IIB—83.33%; Fund MTT—68%; Machine Proc—90%; Mach Proc & Apps—92%; Metal Trades & Apps—82%; Drafting Mechanical—65.5%; Drafting Techniques—56.75%; Fund Drafting—71.75%; Fund GD & Prod—90.22%; Graphic Design—92%; Illustration—93%; Child Dev Spec II—97.5%; Child Dev Spec IV—95.4%; NonStruct An & DR—78%; Struct An & DR—85%; Surface Prep—89.07%; DC Circuits—89.17%; Wiring & Soldering—82.67%; Computer M & R—79.09%; Fund of Comp Sys—81.17%; Tech Comp Apps—83.77%; Finish Carpentry—92%; Foundation & Framing—81%; Fund of BC—91.87%; Masonry & Plumbing—92%; Bus Comp Apps I—84.73%; Bus Com Apps II—90.44%; Mngmnt & Entrep—90.86%; Acct I—82.83%; Acct II—76%; Intro Bus Mkt—80.17%; Office Mgt—84%; Basic Darkroom—83.14%; Fund of GD & P—55.2%; Image Assembly—75%; Fund of Welding—91%; Shielded Metal Arc—90.5%; Thermal Cutting—90%. The results of the 2007 ACT WorkKeys Test reveals the following results in the Applied Mathematic Assessment: Level 7--4% of test-takers; Level 6--11% of test-takers; Level 5--36% of test-takers; Level 4--25% of test-takers; Level 3--18% of test-takers; below Level 3--6% of test-takers. In the ACT WorkKeys Reading for Information Assessment: Level 7--4% of test-takers; Level 6--13% of test-takers; Level 5--43% of test-takers; Level 4--35% of test-takers; Level 3--2% of test-takers; below Level 3--2% of test-takers.

Informal Reading Assessment

The goal of the Informal Reading Assessment is to have students on grade level by the beginning of Grade 3. This is, by design, an informal assessment that is used as a diagnostic tool; therefore, no formal data exists. Anecdotal data, however, indicates that it is a useful tool for determining each child's instructional needs.

Informal Math Assessment

The goal of the Informal Math Assessment is to have students on grade level by the beginning of Grade 3. This is, by design, an informal assessment that is used as a diagnostic tool; therefore, no formal data exists. Anecdotal data, however, indicates that it is a useful tool for determining each child's instructional needs.

Formative and Benchmark Assessments

In 2005 and 2006, CSO Skills Tests are given weekly for 10 weeks prior to the WESTEST. The goal is to have students at mastery on grade level in math and reading/language arts by the start of the WESTEST. This is, by design, an informal assessment that is used as a diagnostic tool; therefore, no formal data exists. Anecdotal data, however, indicates that it is a useful tool for determining each child's instructional needs. Additional benchmarks based upon the items from the i-know website are also being used in all elementary schools. In 2007, CSO Skills Tests have increased from a 10-week period of use prior to the WESTEST to 18 weeks. This intervention allows teachers to provide more opportunities for reteach areas of skill deficiency and to involve students as the "users" of assessment in this formative assessment activity. Therefore, the CSO Skills Tests serve as learning targets with the goal of having students at mastery level prior to the WESTEST in May. Additional benchmarks based upon the items from the i-know website are also being used in all elementary schools.

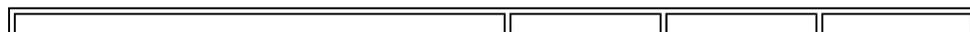
PRIORITIES

1. Increase the percentage of students in the Students with Disabilities subgroup scoring at mastery or above mastery in mathematics and reading/language arts on the WESTEST.
2. Increase the percentage of students in the Low Socio-economic Status subgroup scoring at or above mastery in mathematics and reading/language arts on the WESTEST.
3. Increase the percentage of students in the Black subgroup scoring at or above mastery in mathematics and reading/language arts on the WESTEST.
- 4.
- 5.
- 6.
- 7.
- 8.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)



County	Year 2003	Year 2004	Year 2005
Total Students (%)	94.9	98.3	98.2
Male (%)	94.7	98.2	98.1
Females (%)	95.0	98.5	98.3
White (%)	94.9	98.4	98.3
Black (%)	94.1	97.1	97.1
Hispanic (%)	95.3	97.9	97.0
Asian (%)	95.9	98.8	98.9
American Indian (%)	100.0	n/a	n/a
Limited English Proficiency (%)	97.2	99.0	98.1
Special Education (%)	94.0	98.0	97.9
Economically Disadvantaged (%)	93.9	97.8	97.7

Discipline Referral Report

Following Discipline Referral information for Ohio County 2005-2006 school year.

Aggressive Conduct

Medicine/OTC

Illegal Drugs, Tobacco, Alcohol

Weapons

Dropout Rates/Graduation Rates (by subgroup if available)

County Year 2002 Year 2003 Year 2004 Year 2005 Total Students (%) 79.5 80.1 88.9 85.4 ----- Male (%) 86.9 79.3 89.0 81.4 Females (%) 72.2 81.0 88.8 89.6 ----- White (%) 80.1 82.4 88.7 86.7 Black (%) 73.1 53.3 90.9 71.9 Hispanic (%) n/a 50.0 n/a n/a Asian (%) 75.0 71.4 100.0 83.3 American Indian (%) 66.7 n/a 100.0 n/a ----- Limited English Proficiency (%) n/a 50.0 100.0 100.0 Special Education (%) n/a n/a 73.5 64.6 Economically Disadvantaged (%) n/a 61.3 80.3 76.4

College Enrollment Rate

HEPC data show Ohio County at 72% college enrollment rate.

College Developmental Course Rate

School Math English Fairmont 44% 21% Marshall 34% 12% West Liberty 9% 20% WV Northern Comm.Col. 44% 15% West Virg. University 0% 0%

Youth Risk Behavior Survey

WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005

TOBACCO

Percentage of students who smoked cigarettes on one or more of the past 30 days 25.3%
 Percentage of students who smoked cigarettes on school property on one or more of the past 30 days 8.3%

ALCOHOL

Percentage of students who had at least one drink of alcohol on one or more of the past 30 days 41.5%
 Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days 6.4%

MARIJUANA/OTHER DRUGS

Percentage of students who used marijuana one or more times during the past 30 days 19.6%
 Percentage of students who used marijuana on school property one or more times during the past 30 days 4.9%

Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months 24.8%

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life time 6%

WV YRBS 2003

33.2% of 8th graders and 41.9% of 11th graders said they had used cigarettes within the past year. 42.8% of 8th graders and 61.0% of 11th graders said they had used beer within the past year. 20.8% of 8th graders and 35.5% of 11th graders said they had used marijuana within the past year. 5.7% of 8th graders and 8.4% of 11th graders said they had used cocaine within the past year. 4.8% of 8th graders and 7.6% of 11th graders said they had used hallucinogens within the past year. 6.2% of high school students said they rarely or never wore a seatbelt when riding in a car. 9.4% said they had ridden with a driver who had been

drinking alcohol during the past 30 days. 6.5% said they had carried a weapon during the past 30 days. 2.4% said they had attempted suicide during the past 12 months. 16.4% said they had sexual intercourse, and 12.8% said they were sexually active and did not use a condom. 11.3% said they did not participate in vigorous physical activity three or more days a week, and 20.8% said they did not attend PE class daily. 3.7% were severely overweight, and 6.1% said they did not eat five or more fruits and vegetables a day.

CIMP Self Assessment

The number of teaching permits and out-of-field authorizations needs to decrease by 20% per year. The percentage of children being identified as behaviorally disordered needs to be reduced by 5% or 3 referrals. The caseloads of speech therapists needs to be reduced to only those children who meet the criteria for placement according to Policy 2419. The number of students receiving early education interventions, such as transitional kindergarten needs to be increased and more background information needs to be gathered for each child during the screening process. There is a need for additional training for all staff, service and instructional, about cultural diversity. The dropout rate for exceptional students needs to be reduced by 5%. The number of suspensions exceeding 10 cumulative days for students with disabilities will be the same as or less than the number of suspensions for 10 or more days for all other students. Special educators will document all consultation with an administrator 100% of the time when a student with disabilities is removed for more than 10 days. A Functional Behavior Assessment will be completed by the principal or special education teacher 100% of the time when a student with disabilities has been removed from school for 10 days or more for the first time. Policies and procedures will be followed 100% of the time whenever a removal from school of a student with disabilities constitutes a change of placement. A manifestation determination will be completed for students with disabilities who have been removed from school for more than 10 days and a change of placement has occurred. Ohio County will continue to reduce the number of school age children with disabilities receiving services in a separate class by 1 %. Appropriate post secondary opportunities for Wheeling Park High School graduates will be increased. As a result, placement of exceptional students into post school activities will increase by 5%.

Special Education Data Profiles

Race/Ethnicity Comparisons - as a percent of	Total Enrollment				Students with Disabilities (ages 6-21)			
	District		State		District		State	
American Indian/Alaskan	*	*	329	0.12%	*	*	60	0.14%
Asian/Pacific Islander	60	1.13%	1,799	0.64%	7	0.87%	123	0.28%
Black	445	8.36%	13,784	4.93%	76	9.44%	2,338	5.33%
Hispanic	19	0.36%	2,040	0.73%	*	*	236	0.54%
White	4,795	90.08%	261,836	93.58%	720	89.44%	41,087	93.71%
Total	5,323	100.00%	279,788	100.00%	805	100.00%	43,844	100.00%

Educational Environment Percent Students (ages 6-21) with Disabilities

Special Education: Separate Class	99	12.30%	3,900	8.90%
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Students with Disabilities (Ages 3-21) Percent of Total Student Enrollment

Speech/Language Impairments	417	7.83%	14,713	5.26%
Behavior Disorders	58	1.09%	2,085	0.75%

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

Less than 1%.

LEP - What are the major language groups?

Chinese

D. CULTURE AND CONDITIONS ANALYSIS

Office of Performance Audits Compliances and Recommendations

Status of all schools--fully approved.

North Central Report on Schools

Not applicable.

Monitoring Reports (Special Education and NCLB)

Ohio County's Title I program was reviewed on February 25-26, 2004. Findings: NONE.

Recommendations: 1. Continue efforts to collaborate with the Special Education Administrator to address the needs of all students. It was further recommended that a district-wide parent advisory council to provide input on all matters. 2. Focus on providing professional development for data analysis and scientific related to parental involvement in federally funded programs. 2. Focus on providing professional development for data analysis and scientifically research-based teaching strategies. Commendations: 1. All Title I schools in Ohio County met AYP. 2. Innovative programs, including Parents As Teachers, Reading Teacher Coaches, and Home-School Intervention Coordinators. 3. Fiscal management procedures are excellent. 4. Documentation supporting Title I expectations was excellent. 5. Collaborative efforts with local university pre-service teacher education programs is excellent. 6. Individualized school plans based on school needs. 7. The principals and teachers are enthusiastic and comfortable with their program and are open to constructive improvement suggestions. 8. All schools are appreciative for the support they receive from the Federal Programs Director. The director is organized, efficient, and readily available to assist them. Special Education Self-Assessment Report: December 22, 2004 Action Steps - Purposes 1. Hire only qualified personnel - To decrease the number of teachers on permits and out-of-field authorizations by 20%. 2. Hire only qualified personnel - To decrease the number of service

personnel who are supervised by unqualified personnel by 50%. 3. Evaluate testing instruments for appropriate- ness - To reduce the percentage of students with exceptionalities, by race/ethnicity, currently being served in special education, (specifically Learning Disabled). 4. Building relationships with students - Provide intervention strategies to decrease the dropout rate by 5% per year. 5. Develop a suspension form that principals will utilize to identify students who maybe in jeopardy of long term suspension - Special education teachers and administrators will consult on an individual basis to determine appropriate IEP services for students removed for more than 10 days. Special education teachers and adminis- trators will conduct Functional Behavior Assessments, develop appropriate behavior intervention plans, and conduct manifestation determinations 100% of the time when needed. Policies and procedures will be followed whenever a student is removed and the removal constitutes a change of placement. 6. Provide time on a regular basis for articu- lation between Special Education and Regular Education teachers - To reduce the percentage of school age students with disabilities receiving services in a separate class placement (reduce LRE 1's and 2's). 7. Continue to include agencies in IEP develop- ment/meetings - Ohio County Schools will increase by 1%, the percentage of students ages 3-5 being serviced in Early Childhood inclusive settings. 8. Universal screening will continue across agencies to identify students - Ohio County Schools will decrease by 1%, the number of stu- dents 3-5, being serviced in non-inclusive Early Childhood settings, for the 2005-2006 school year. 9. Contact students by certified mail and phone calls - Improve the post-secondary placement of students 5% per year.

The Ohio County School's Title I program was monitored in December, 2006. There were no findings.

Walkthrough Summaries

Beginning in 2007, administrators will be trained to conduct EWalk classroom observations.

High Schools that Work Assessment Report

During the November 2006 HSTW on-site review, several concerns were noted. The lack of common planning time has been an on-going issue for several years because of the size of Wheeling Park High School; however, the ten department chairpersons have common planning. The EDGE program was noted as a point of commendation and a significant benefit for many career-technical students. In addition, adding College 101 for students whose parents never attended college was another incentive for sophomore students in career-technical fields.

Making Middle Grades Matter Report

Not applicable.

High Schools that Work Annual Report

Previous technical assistance visits have been very positive. Another technical assistance visit will take place in November of 2006. The HSTW Technical Visit in November 2006 noted the major problem as a lack of common planning time for academic and career-technical teachers. The team also noted concerns about students being actively engaged with rigorous and relevant curriculum in a few content areas. On a positive note, 21st C. skills of problem-solving, critical thinking, and transition have been focal points for the 2007-2008 school year. The Faculty Senate focus teams have been realigned to meet HSTW standards. The transition of freshmen to the high school has been a major target area for the 2007-08 school year with the development of a mentor program. The purpose of the program is to reduce failre, to improve student relationships, and to reduce the student drop out rate. In addition, peer tutoring is being provided after school as well as transportation and healthy snacks for the students involved. A visit from HSTW to monitor the freshmen transition program is scheduled for September 2007.

Highly Qualified Personnel Report

All the issues in relation to Highly Qualified teachers have been resolved. They centered around Special Education certification and teachers on permit. This area is being closely monitored and the List of Certified Personnel will be submitted at the end of the second month.

Framework Assessment of High Yield Practices

Wilson Reading , Kansas Writing Program, Kurzweil Reading Program, Linda Mood-Bell Reading programs have been put into place. The most significant initiative that has impacted student performance countywide is the prioritization and alignment of the Language Arts and Mathematics curriculum, Grades K-12. Performance-based benchmark testing has been put into place in Grades 3-8 and 10. One school is involved with the Pulliam Group in a pilot study of electronic benchmarking. Three of our schools have been assigned a Closing the Achievement Gap Coordinator by the WVDE to assist with high-yield strategies.

Teachers in grades K-2 will utilize DIBELS beginning in August, 2007.

Digital Divide Report (Technology)

Ohio County's Digital Divide Survey shows 55% of all computers are Windows XP or above. Need to replace all Windows 95, 98 and 2000 computers in the next four years or sooner.

PRIORITIES

1. To decrease the number of teachers on permits and out-of-field authorizations.
2. Provide intervention strategies to decrease the dropout rate.
3. To reduce the percentage of students with exceptionalities, by race/ethnicity, currently being served in special education.
4. Determine appropriate IEP services for students removed for more than 10 days.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: 1. All Ohio County students will be proficient at grade level in mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1.1 There will be an annual increase in the percentage of students in the Students with Disabilities subgroup scoring at or above mastery in mathematics.	Disabilities Subgroup - Mastery in Math	0.49	1.00
1.2	1.2 Improve math test scores for all students.	All Students - Mastery in Math	0.00	0.00

Goal 2: 2. All Ohio County students will be proficient at grade level in reading/language arts.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	2.1 There will be an annual increase in the percentage of students in the Students with Disabilities subgroup scoring at or above mastery in reading/language arts.	Disabilities Subgroup-Mastery in Rdg/LA	0.40	1.00
2.2	2.2 Improve reading/language arts for all students.	All Students - Reading/Language Arts	0.00	0.00

Goal 3: 3. All Ohio County students will be proficient in the core content areas throughout the scope of the curriculum.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	3.1 There will be an annual increase in OCS students' overall SAT scores.	SAT Scores Increase	516.00	521.00
3.2	3.2 There will be an annual increase in the composite ACT score.	ACT - Composite Scores Increase	20.20	21.20
3.3	3.3 There will be an annual increase in the percentage of students scoring at or above mastery in science.	All Students - Mastery in Science	1.00	1.00
3.4	3.4 There will be an annual increase in the percentage of students scoring at or above mastery in Social Studies.	All Students - Mastery in Social Studies	0.00	0.00
3.5	3.5 There will be an annual increase in the percentage of students scoring at or above mastery on the state Writing Assessment.	All Students - Improvement in Writing	0.00	0.00
3.6	3.6 The academic achievement of all students will be improved as a result of the opportunities to participate in the visual and performing arts program.	Visual and Performing Arts	0.00	0.00

Goal 4: All students will be able to use technology as a tool to increase their learning in a 21st-century context.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	4.1 Teachers and students will acquire and implement 21st Century skills and tools to increase student achievement.	Technology	26.00	100.00

Goal 5: All students will be educated in a safe and drug-free learning environment that supports academic achievement.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	5.1 By the end of the 2006-2007 school year, Ohio County will show a 10% reduction in the number of alcohol, tobacco and other drug offenses.	Alcohol Tobacco & Other Drugs	87.00	0.00
5.2	5.2 By the end of the 2006-2007 school year, Ohio County will show an increase the identification and involvement of students to the Student Assistance Team. (Student Assistance Team)	Student Assistance Team	0.00	0.00
5.3	5.3 By the end of the 2006-2007 school year, Ohio County will increase the security of students while attending or traveling to and from school. (Security)	Security	13.00	0.00
5.4	5.4 By the end of the 2006-2007 school year, Ohio County will reduce the number of violence and/or weapons related incidents in or on school grounds by 10%. (Weapons/Violence Violations)	Weapons/Violence Violations	0.00	0.00
5.5	5.5 By the end of the 2006-2007 school year, Ohio County will decrease the number of incidents of violence by 10% by utilizing nonviolent means to solve interpersonal conflict. (Peer Mediation)	Peer Mediation	0.00	0.00
5.6	5.6 By the end of the 2006-2007 school		0.00	0.00

year, Ohio County will assure the appropriate administration and coordination of the Title IV program (Title IV Coordination) Title IV Coordination

Goal 6: To reduce the number of disciplinary infractions related to alcohol, drugs, and tobacco use.

	Objective	Objective Short Name	Baseline	5-year Target
6.1	Guidance Counselors will meet with students who are disciplined for alcohol, drug, and tobacco use infractions.		0.50	0.00

Goal 7: Increase the number or percentage of LEP students making progress in learning English

	Objective	Objective Short Name	Baseline	5-year Target
7.1	Targets for annual increases in the number or percentages of children attaining English proficiency as demonstrated by WESTELL	Title III	0.00	0.00

Goal 1: 1. All Ohio County students will be proficient at grade level in mathematics.

Objective 1.1 1.1 There will be an annual increase in the percentage of students in the Students with Disabilities subgroup scoring at or above mastery in mathematics.

As measured by:

WESTEST

Baseline Data

0.49

Targets		Actual	
2005-2006	0.59	2005-2006	0.00
2006-2007	0.69	2006-2007	0.00
2007-2008	0.80	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	1.00	2009-2010	N/A

Objective 1.2 1.2 Improve math test scores for all students.

As measured by:

WESTEST

Baseline Data

0.00

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

Goal 2: 2. All Ohio County students will be proficient at grade level in reading/language arts.

Objective 2.1 2.1 There will be an annual increase in the percentage of students in the Students with Disabilities subgroup scoring at or above mastery in reading/language arts.

As measured by:
WESTEST

Baseline Data				0.40
	Targets		Actual	
	2005-2006	0.52	2005-2006	0.00
	2006-2007	0.64	2006-2007	0.00
	2007-2008	0.76	2007-2008	N/A
	2008-2009	0.88	2008-2009	N/A
	2009-2010	1.00	2009-2010	N/A

Objective 2.2 2.2 Improve reading/language arts for all students.

As measured by:
WESTEST

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

Goal 3: 3. All Ohio County students will be proficient in the core content areas throughout the scope of the curriculum.

Objective 3.1 3.1 There will be an annual increase in OCS students' overall SAT scores.

As measured by:
SAT

Baseline Data		516.00	
	Targets		Actual
	2005-2006	517.00	2005-2006 0.00
	2006-2007	518.00	2006-2007 518.00
	2007-2008	519.00	2007-2008 N/A
	2008-2009	520.00	2008-2009 N/A
	2009-2010	521.00	2009-2010 N/A

Objective 3.2 3.2 There will be an annual increase in the composite ACT score.

As measured by:
ACT

Baseline Data		20.20	
	Targets		Actual
	2005-2006	20.40	2005-2006 0.00
	2006-2007	20.60	2006-2007 0.00
	2007-2008	20.80	2007-2008 N/A
	2008-2009	21.00	2008-2009 N/A
	2009-2010	21.20	2009-2010 N/A

Objective 3.3 3.3 There will be an annual increase in the percentage of students scoring at or above mastery in science.

As measured by:
WESTEST

Baseline Data		1.00	
	Targets		Actual
	2005-2006	1.00	2005-2006 0.00
	2006-2007	1.00	2006-2007 0.00
	2007-2008	1.00	2007-2008 N/A
	2008-2009	1.00	2008-2009 N/A
	2009-2010	1.00	2009-2010 N/A

Objective 3.4 3.4 There will be an annual increase in the percentage of students scoring at or above mastery in Social Studies.

As measured by:
WESTEST

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

Objective 3.5 3.5 There will be an annual increase in the percentage of students scoring at or above mastery on the state Writing Assessment.

As measured by:
Writing Assessment.

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 3.6 3.6 The academic achievement of all students will be improved as a result of the opportunities to participate in the visual and performing arts program.

As measured by:

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

Goal 4: All students will be able to use technology as a tool to increase their learning in a 21st-century context.

Objective 4.1 4.1 Teachers and students will acquire and implement 21st Century skills and tools to increase student achievement.

As measured by:

Percentage of Win XP or above machines in county schools as reported in each school's Digital Divide Survey.

Baseline Data			
	Targets		Actual
			26.00
2005-2006	40.00	2005-2006	37.80
2006-2007	55.00	2006-2007	55.00
2007-2008	70.00	2007-2008	N/A
2008-2009	85.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Goal 5: All students will be educated in a safe and drug-free learning environment that supports academic achievement.

Objective 5.1 5.1 By the end of the 2006-2007 school year, Ohio County will show a 10% reduction in the number of alcohol, tobacco and other drug offenses.

As measured by:
WVEIS DRR, WVYRBS
Baseline Data 87.00

Targets		Actual	
2005-2006	87.00	2005-2006	87.00
2006-2007	79.00	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 5.2 5.2 By the end of the 2006-2007 school year, Ohio County will show an increase the identification and involvement of students to the Student Assistance Team. (Student Assistance Team)

As measured by:
SAT School Reports (baseline will be collected during the 2006-2007 school year)
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 5.3 5.3 By the end of the 2006-2007 school year, Ohio County will increase the security of students while attending or traveling to and from school. (Security)

As measured by:
Purchased security equipment at each school (Title IV PO)
Baseline Data 13.00

Targets		Actual	
2005-2006	13.00	2005-2006	13.00
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 5.4 5.4 By the end of the 2006-2007 school year, Ohio County will reduce the number of violence and/or weapons related incidents in or on school grounds by 10%. (Weapons/Violence Violations)

As measured by:
WVEIS Report
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 5.5 5.5 By the end of the 2006-2007 school year, Ohio County will decrease the number of incidents of violence by 10% by utilizing nonviolent means to solve interpersonal conflict. (Peer Mediation)

As measured by:
WVEIS Report (Fighting and aggressive behavior) Increase number of mediations (School Peer Mediation logs)
Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.20
2007-2008	0.30	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 5.6 5.6 By the end of the 2006-2007 school year, Ohio County will assure the appropriate administration and coordination of the Title IV program (Title IV Coordination)

As measured by:
Title IV Grant
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

Goal 6: To reduce the number of disciplinary infractions related to alcohol, drugs, and tobacco use.

Objective 6.1 Guidance Counselors will meet with students who are disciplined for alcohol, drug, and tobacco use infractions.

As measured by:
2008 WVEIS report

Baseline Data		0.50
Targets		Actual
2005-2006	0.45	2005-2006 0.40
2006-2007	0.40	2006-2007 0.35
2007-2008	0.35	2007-2008 N/A
2008-2009	0.00	2008-2009 N/A
2009-2010	0.00	2009-2010 N/A

Goal 7: Increase the number or percentage of LEP students making progress in learning English

Objective 7.1 Targets for annual increases in the number or percentages of children attaining English proficiency as demonstrated by WESTELL

As measured by:
WESTELL scores

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

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Pre K-12 Literacy Model	<p>TITLE I</p> <p>Zelmelman, Steven, and Harvey Daniels, Arthur Hyde. <i>Best Practice: Today's Standards for Teaching and Learning in America's Schools</i>, 3rd Edition. (2005), Heinemann, Portsmouth, New Hampshire.</p> <p>"Virtually all the standards document that have been published over the past decade entreat teachers to 'make it real' to involve students in tangible, genuine, authentic, real-world materials and experiences. . . . authenticity isn't exactly a teaching method, like workshop or strategic reading, but more of a condition. . . . authentic scientific inquiry starts with the interest and natural curiosity of the students and taught them much more than facts. They become researchers: gathering data, manipulating variables, asking questions, discovering answers, and asking more questions. The students worked collaboratively, just as grown-up scientists join in a collaborative enterprise that depends on the sharing of ideas and discoveries." (pp. 248-249) <i>Quality of Best Practice in Teaching Reading</i> (pp. 44-50) Reading means getting meaning from print. Reading is thinking. Teachers should model reading. Effective teachers help children use reading as a tool for learning. Teachers should name and teach reading strategies directly. Teachers should support readers before, during and after reading. Kids should have daily opportunities to talk about their reading.</p>
Prioritization and Mapping	<p>Title I:</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." 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.<:namespace prefix = o /></p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies, TIP</i>)</p>
21st Century Content	<p>High performing school systems understand the importance of having a systemic PreK-12 approach to organizing and managing the adopted curriculum. Without a management system, decisions about what to teach, when to teach, and the relative value of content and skills is left to the decision of individual teachers and/or individual schools. This would be acceptable if all schools were the one-room schoolhouses of the past. However, most students attend separate elementary, middle and high schools. Student performance is greatly enhanced when there is clear curriculum articulation from grade to grade. Thus, high performing school systems use a variety of methods to assure continuity of curriculum and to assure that "power objectives" are given a higher priority for instructional time and focus. A common method used by these systems is a process called "prioritizing and mapping." "" /></p> <p>Using the district-adopted curriculum (in West Virginia the WV Content Standards and Objectives), most systems begin the prioritization and mapping process with core subjects (usually reading/language arts, mathematics, science and social studies) then progress to other subjects. Convening teams of teachers at each grade and/or subject and a knowledgeable facilitator trained in the process, teachers meet together over several sessions to reach</p>

consensus on the sequencing of content, the relative priority (i.e. value) of content, and the appropriate instructional time allocation for groupings of objectives during the school year.

Committees usually begin the mapping and prioritization process by viewing the overall sequence of objectives vertically through the grades in order to understand the broad sequence of objectives that comprise the students' PreK-12 curricular experience. Since objectives are rather broad, teachers may also spend time further defining the content associated with the objectives. In systems using the popular Understanding by Design (UbD) instructional process, teachers often spend time specifying enduring understandings and essential questions that align with core topics.

Once core learnings are sequenced, topics are reviewed in terms of relative importance. Usually content is categorized into three or four broad areas; from essential to least important. The criteria for determining this "prioritization" would include such things as (a) the overall importance of the content to a student gaining enduring understanding, (b) the importance of the objective as a prerequisite to the next level of learning, (c) the results of prior assessments of student proficiency, and (d) the value of the objective on high stakes testing. Once these criteria are applied, the amount of time allocated during the instructional term for each broad area is determined. This process concludes with the construction of a map that follows the school system's instructional calendar. This map acts as a vertical (from grade to grade) and horizontal (across the instructional year) guide for the delivery of curriculum.

The development of the maps is usually the beginning step in conceptualizing a total curriculum management system. Teachers are given many opportunities to react to and to refine the maps. The maps become the basis for extensive professional development and professional dialogue. Maps are used as an effective and specific communication tool with parents and students providing them with a clear picture of expectations and timelines. Often, maps are the prerequisite step to other high yield practice called system-wide benchmarking and system-wide formative assessments.

Assuring a high quality rigorous curriculum to all students cannot be left to chance. Mapping and prioritization levels the "curriculum playing field" by enhancing curricular continuity regardless of grade or school for ALL students.

TITLE I

Schmoker, Mike, *Results, The Key to Continuous School Improvement*, 2nd Ed., Association for Supervision and Curriculum Development, Alexandria, VA.

"There is a marked difference between vague, well-intentioned improvement efforts and carefully targeted, goal-oriented, short-term efforts aimed explicitly at getting measureable, substantive results quickly. The former characterizes the disappointing failures of the past; the latter can achieve better short-term and long-term results. Success is a function of organizing, marshaling, and implementing great ideas and making a commitment to improvement."

Differentiated Instruction

Title I and Title II:

Integrating Differentiated Instruction + Understanding written by Carol Ann Tomlinson and Jay McTighe

Tomlinson, C.,and J. McTighe. *Integrating Differentiated Instruction and Understanding By Design*. (2006), ASCD, Alexandria, VA. "Differentiation does not advocate 'individualization.'" "Curriculum design becomes a process through which we plan to communicate to real human beings our belief in the power of knowledge and the potential of the individual to develop power through knowledge." "A goal of differentiated instruction is providing opportunity

	<p>and support for the success of far more students than is possible in one-size-fits-all approaches to teaching and learning.” (p. 100)</p> <p>Tomlinson, C. A. <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>. Alexandria, VA.: ASCD. 2001. “If we elect to use what we know about learning, and, in fact about ourselves, as we craft classrooms, we acknowledge that students learn in varied ways—some by hearing, others by doing, some alone, others in the company of peers, some in a rapid-fire fashion, others reflectively. We acknowledge, too, that individuals are intrigued or even inspired by different topics or issues, and that curiosity and inspiration are powerful catalysts for learning. To teach well is to attend to all these things.” (p. v)</p> <p>Bender, W. N. <i>Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators</i></p>
<p>Pre K-12 Mathematics Model</p>	<p>TITLE I</p> <p>National Council of Teachers of Mathematics, <i>Principles and Standards for School Mathematics</i>, (2000), NCTM, Reston, VA. In the 21st Century all students must be proficient in mathematics. This means going far beyond the “drill and kill” type of instruction for teaching facts and formulas. Students must develop and practice the skills of analysis and problem solving. “Students exhibit different talents, abilities, achievements, needs, and interests in mathematics. Nevertheless, all students must have access to the highest-quality mathematics instructional programs. Students with a deep interest in pursuing mathematical and scientific careers must have their talents and interests engaged. Likewise, students with special educational needs must have the opportunities and support they require to attain a substantial understanding of important mathematics.” In the NCTM document, <i>The Principles and Standards for School Mathematics</i>, great emphasis has been placed on the 5 content standards of mathematics: Number and Operation, Algebra, Geometry, Measurement, and Data Analysis/Probability. While the skills and content in these areas is important it is the process standards, Problem Solving, Reasoning and Proof, Communication, Connections, and Representation, that encompass true understanding and application into real world problems. Students must be able to connect new ideas and knowledge to previous knowledge and problems in which they can communicate understanding through reasoning and proof using a variety of representations. This new information enables students to expand their ideas and create understanding within themselves.</p>
<p>Highly Qualified Teachers</p>	<p>Title I and Title II:</p> <p>The US Department of Educations’ <i>Secretary’s Third Annual Report on Teacher Quality, (2004)</i> states: “A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well.” Thus, the need for highly qualified 21st Century proficient teachers is apparent. <i>Secretary’s Third Annual Report on Teacher Quality</i>. Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</p>
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>Title I:</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 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>

	Fuchs, L.S., Fuchs, D (2002)
Innovative Approaches to Meeting Subgroup Needs	<p>Title I and Title II:</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). <i>What Works In Schools</i>. Alexandria, Va. Association for the Supervision and Curriculum Development</p> <p>Payne, Ruby K. (1996). <i>A Framework for Understanding Poverty</i>. Highlands, TX. Aha! Process, Inc.</p>
Proactive Community	<p>Title I:</p> <p>A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;).</p>
Developmental Guidance with Character and Career Education Development	<p>Title I and Title II:</p> <p>Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs."</p> <p>Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development.</p> <p>Orkwis, R., & McLane, K. (1998). <i>A curriculum every student can use: Design principles for student access</i>. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at http://www.cec.sped.org/osep/udesign.html)</p> <p>The research on Classroom Size Reduction indicates that there is little or no sustained impact on student achievement unless the class sizes are reduced to the level of 17 students or below. Title II indicates that you must use the research to inform your practice.</p>
Strategies that Develop Students having 21st Century Learning Skills	<p>Title I:</p>

High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary."

Successful transition programs share the following four components:

1. Parents Are Involved
2. There is structured communication and collaboration among personnel between the sending school and the receiving school.
3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.
4. Transition approaches include both social and academic support systems for students

Pre-school Transition

Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.

Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.

Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.

Middle School Transition Research:

Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.

Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.

Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.

"Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin
Source: National Middle School Association info@nmsa.org

Effective Transition Pre K to Post Secondary

Title I:

A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b).
DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).

Parents as Respected and Valued Partners	<p>Title I:</p> <p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994).</p> <p>Similar finding have been cited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
Change Based on Internal and External Factors	<p>Title I:</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>
Use of Data to Target Improvement Efforts	<p>Title I:</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) <i>Data Analysis for Continuous School Improvement</i> (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 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.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
Accelerated Learning	<p>TITLE I</p> <p>Marzano, Robert J. (2004), <i>Building Background Knowledge for Academic Achievement: Research on what works in schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>"The research literature supports on compelling fact: what students <i>already know</i> about the content is one of the strongest indicators of how well they will learn new information relative to the content (Marzano, 2004, p. 1)". Schools can augment the acquisition of background knowledge by using an indirect approach that corresponds with current programs and curriculum. Through understanding how background knowledge is stored in the permanent memory, teachers can tailor their instruction to help facilitate this process. By exposing students to information multiple times, focusing on the growth of surface-level</p>

	<p>knowledge, across many content areas, using a direct approach to vocabulary instruction, and creating virtual experiences through reading, educational television, and other multi-media sources, teachers can "make major strides in closing the achievement gap between educationally advantaged and disadvantaged students relating to background knowledge.</p>
<p>Balanced Professional Development</p>	<p>TITLE I and Title II</p> <p>Schmoker, Mike, <i>Results, The Key to Continuous School Improvement</i>, 2nd Ed., Association for Supervision and Curriculum Development, Alexandria, VA.</p> <p>When the three concepts of teamwork, goal setting, and data use interact, they address a misunderstanding prevalent in schools. The misunderstanding is that we can improve without applying certain basic principles: People accomplish more together than in isolation; regular, collective dialogue about an agreed-upon focus sustains commitment and feeds purpose; effort thrives on concrete evidence of progress; and teachers learn best from other teachers. We must ensure that these three concepts operate to produce results.</p>
<p>Support for School-Based Professional Development that is Ongoing and Embedded</p>	<p>TITLE I</p> <p>Henderson, A.T., & Berla, N. (1994). <i>A new generation of evidence: The family is critical to student achievement</i>. Washington, DC: Center for Law and Education.</p> <p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary and more positive attitude about school (Henderson and Berla, 1994).</p>
<p>Adjustment of Instructional Time</p>	<p>Title I:</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>Data-Based System for Monitoring Student Academic and Personal Progress</p>	<p>Education will always be a combination of art and science. But clearly, in the age of finite resources and increased accountability, school systems must become more effective in diagnosing problems and initiating interventions. This view must permeate the school system from decision-making at the superintendent's level to those decisions made daily in each classroom.</p> <p>High performing school systems increasingly use data systems to inform decisions, determine program effectiveness, forecast problems, and ultimately improve system response to student academic and social/emotional needs. There is a growing body of evidence indicating that the use of high-quality,</p>

targeted data, in the hands of school staff trained to use it, can effectively improve student instruction. Clearly, in the era of “customized service” to enhance student achievement, schools and individual teachers must have *ready access* to a variety of student data. Teachers cannot adequately plan differentiated instruction, if they can only access generalized student information. Just as a physician must have diagnostic information to adequately treat a patient, schools must have a clearer view of the needs of the diverse clients they serve.

Mike Schmoker in his book, Results: the Key to Continuous School Improvement, underscores the importance of data. “Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them. You cannot fight what you cannot see. Data make the invisible visible, revealing strengths and weaknesses that are easily concealed. Data almost always point to action – they are the enemy of comfortable routines. By ignoring data, we promote inaction and inefficiency.”

High performing systems see data analysis as a problem-finding strategy, not a problem-solving strategy. Data cause systems to ask challenging questions about current performance. Dedicated to systemic continuous improvement, high performing systems use data on an on-going basis to determine adjustments and redirect resources for student success. High performing systems use data from 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. Mike Schmoker poses three core questions regarding the use of data:

- What are data telling us? What problems or challenges do they reveal?
- What can we do about what the data reveal? What strategies should we brainstorm?
- What research should we consult?
- What are data telling us about how effective our current efforts are in helping achieve our goals?

Creating an effective data system is not an easy task. Too often data reside in disbursed data bases and non-compatible data systems. To be used effectively, it must be possible to ask diverse questions related to multiple student achievement issues. A key element of high performing systems is the commitment to a well-organized approach to identifying and using data. Typically, districts see this as an evolutionary process, refined along the way as additional needs are identified. Many systems have committed to developing what is known as a “data warehouse.” A data warehouse is a computerized system that houses longitudinal data that can be “mined” in a variety of formats and for a variety of purposes.

To be successful in maintaining and using a data management system, high performing systems must be committed to a systemic approach to data management and to on-going staff support. Listed below are several strategies used to enhance a data-based approach to meeting student needs:

- 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*.
- Pervasive training by role and responsibility on how to retrieve both standard and customized data reports.
- Staff development on how to “read” and analyze various data reports.
- Training on how to use reports to inform decisions and target interventions for students.

Time allocated prior to and during the school year to effectively analyze data and collaborate on how the results will be used to enhance student academic success and support the physical, social and emotional needs of students.

Other Strategy
Technology Integration for Student Achievement

http://www.mff.org/edtech/projects.taf?_function=detail&Content_uid1=151

This research concludes that integration of technology improves student achievement.

Other Strategy
Anti-Bullying Norms and Policies

Title IV:

Anti-Bullying Norms and Policies: Studies show that anti-bullying policies, along with encouragement of appropriate behavior, can dramatically reduce bullying at school and lower the likelihood of later aggression and delinquency which often follows. In addition, research suggests that school climate improves only when schools develop and implement a comprehensive anti-bullying plan designed to teach pro-social behavior, limit aggressive behavior and teach skills that promote positive interactions between students. Supporting Citation: Leff SS, Power TJ, Costigan TE, et al. (2003). Assessing the climate of the playground and lunchroom: implications for bullying prevention programming. *School Psychology Review* (32) 3, 418-430. Olweus,

	<p>D. (1994). Bullying at school: Basic facts and effects of a school-based intervention program. <i>Journal of Child Psychology and Psychiatry</i> (35) 7, 1171-1190. Orpinas, P, Horne, AM (2004). A Teacher-focused approach to prevent and reduce students' aggressive behavior. <i>American Journal of Prevention Medicine</i> (26) 1 supp, 29-38. Rodkin PC, Hodges EVE (2003). Bullies and victims in the peer ecology: four questions for psychologists and school professionals. <i>School Psychology Review</i> (32) 3, 384-400.</p>
<p>Other Strategy Conflict Resolution/Peer Mediation</p>	<p>Title IV:</p> <p>Conflict Resolution and Peer Mediation: Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism. Supporting Citations: DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. <i>Journal of Adolescent Health</i>, 19, 111-117. Johnson, D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. <i>Review of Educational Research</i>, 66(4), p.459-506. Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. <i>Mediation Quarterly</i>, v.16,no.1, 85-99. Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. <i>Journal of School Health</i> 65(10), 426-431.</p>
<p>Other Strategy Staff Training</p>	<p>Title IV:</p> <p>Staff Training: Studies indicate that prevention programs are most effective when teachers are trained by program developers or prevention experts. Supporting Citation: Dusenbury, L. & Falco, M. (1995). Eleven components of effective drug abuse prevention curricula. <i>Journal of School Health</i>, 65(10) 420-425.</p>
<p>Other Strategy Social Skills Training</p>	<p>Title IV:</p> <p>Social Skills Training: Social Skills Training means focusing on a range of social competency skills (e.g. developing self-control, stress management, responsible decision-making, social problem solving, and communication skills). It is an integral part of the Comprehensive, Multi-Component Approach. Supporting Citations: Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. <i>Journal of Clinical and Consulting Psychology</i>, 63, 676-677. Gottfredson, D.C. (1997). School-based crime prevention. In L. Sherman (Ed.), <i>Preventing crime: what works, what doesn't, what's promising: A report to the United States Congress</i> (pp. 5-1 - 5-74). Washington, DC: US Department of Justice. Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. <i>Health Education Research: Theory and Practice</i> 7(3), 403-430. Horner, R.H., Sugai, G., Lewis-Palmer, T. and Todd, A.W. (2001). Teaching school-wide behavioral expectations. <i>Report on Emotional & Behavioral Disorders in Youth</i>, 1(4), pp. 77-79. Lewis TJ, Sugai G, Colvin G (1998). Reducing problem behavior through a school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. <i>School Psychology Review</i>, 27(3), pp. 446-459. Mayer, G.R., and Sulzer-Azaroff, B. (1991). Interventions for vandalism. In G. Stoner, M.K. Shinn and H.M. Walker (Eds.) <i>Interventions for achievement and behavior problems</i> (pp. 559-580).</p>

Washington, D.C.: National Association of School Psychologists Payton JW, Wardlaw DM, Graczyk PA et al. (2000). Social and emotional learning: a framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health* 70 (5) pp. 179-185. Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *Journal of Primary Prevention*, 18(3), 341-361.

Technology Plan

Submitted by - kmp64001 2007-09-14 13:03:56.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively

bid contracts.

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

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

Technology Needs Assessment

Ohio County's Digital Divide Survey shows 55% of all computers are Windows XP or above. Need to replace all Windows 95, 98 and 2000 computers in the next four years or sooner.

Action Steps

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

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 01: The county will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills.

1. - Tools for Schools Secondary funds will be used to add or replace computer labs in our secondary schools
2. - Technology Infrastructure and Local Share Funds will be used to add or replace computer labs in our secondary schools.
3. - Tools for Schools Secondary funds will be used to purchase Numonics Whiteboards and projectors.
4. - Local Share funds will be used to purchase the upgrade of Compass Learning Odyssey for our four Middle Schools.
5. - Local funds will be used to purchase hand held palms for the K-2 teachers for the implementation of Wireless Generation's DIBELS program.
6. - Tools for Schools Elementary funds will be used to update/replace servers in our elementary schools.

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 purchase equipment for acquiring 21st Century Skills to maximize achievement

Persons Responsible Superintendent
Technology Coordinator

Target Audience All students in all schools

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

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

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 02: The county will focus on using technology to improve achievement of all students with special emphasis on students with special needs and students who are economically disadvantaged.

1. - Teachers will use DIBELS to conduct benchmark testing to monitor student progress.
2. - Ensure Microsoft Office is provided on every computer in the county
3. - All students in every Middle School will use Compass Learning Odyssey software lessons that are aligned to the WV CSO's
4. - All students in every elementary school will use River Deep software lessons that are aligned to the CDS's that are being taught in the classroom.
5. - Students with learning disabilities in all county schools will use Kurzweil Educational Systems reading technology for people with learning

difficulties.

- 6. - Use SAS, Marco Polo, United Streaming, and Chalkwaves curriculum modules that align with WV CSO's.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
Purpose To increase student achievement in all academic areas and to prepare students for the world of work.	Persons Responsible Principals Classroom Teachers	Target Audience All students in all schools	

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

Plan Section

Associated Goals/Objectives Disabilities Subgroup - Mastery in Math, Disabilities Subgroup-Mastery in Rdg/LA

Associated High Yield Strategies 21st Century Content ,Prioritization and Mapping ,Highly Qualified Teachers ,Differentiated Instruction ,Adjustment of Instructional Time ,Time and Resources to Support School-Based Learning Communities ,Data-Based System for Monitoring Student Academic and Personal Progress ,Innovative Approaches to Meeting Subgroup Needs ,Strategies that Develop Students having 21st Century Learning Skills ,Effective Transition Pre K to Post Secondary ,Parents as Respected and Valued Partners ,Proactive Community ,Change Based on Internal and External Factors ,Use of Data to Target Improvement Efforts ,Technology Integration for Student Achievement

Action Step To purchase technology for eligible students with disabilities and exceptionalities as appropriate

- To purchase computer program for gifted students
- To purchase computers and computer software for special education staff
- To contract with RESA IV for online IEP writer
- To purchase assistive technology

Projected Begin Date August 23, 2007	Projected End Date June 10, 2008	Actual Begin Date August 23, 2007	Actual End Date June 3, 2008
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Purpose To Provide FAPE	Persons Responsible Special Education Director	Target Audience Exceptional Students
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Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Federal Compliance Monies \$ 34,681.00

SpecEd School Age-\$ 21,971.00 SpecEd State Funds-\$ 12,710.00

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

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 03: The county will ensure that the use of telecommunications and internal connections in the schools will enhance student learning

1. - Provide an efficient telecommunications network -data lines (2 existing, up to 1 new), high bandwidth(14 existing, up to 3 new), cellular (126 existing, up to 1 new), long distance (217 existing, up to 1 new), voice (217 existing, up to 1 new) and paging (40 existing)
2. - Maintain a structured network environment in all schools.
3. - Teachers will use Internet sites such as virtual field trips, webquests, I Know, Reinvent Education, SAS and sites correlated to their textbooks
4. - Encourage staff to use e-mail for internal communication and with students, faculty, and the community.
5. - Develop school web pages and post daily announcements/newsletters.
6. - Provide ACT test prep and career counseling for all secondary schools in the county through Bridges Career Software.

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 maximize student achievement	Persons Responsible Superintendents, Principals, Classroom Teachers, Web Master	Target Audience Teachers and students in all schools. All schools and administrative buildings.
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Federal Compliances Technology 03-

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

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 04: To provide increased access to technology for students and teachers.

1. - Computers will be purchased to replace out dated computers in classrooms.
2. - Provide an efficient telecommunications network (data lines, cellular, long distance, voice, DSL)

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
Purpose To maximize student achievement through technology	Persons Responsible Superintendent County Technology Coordinator	Target Audience All schools and all administrative buildings	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 Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 05: To use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction.

1. - Implement and support video-conferencing facilities to provide for distant learning opportunities in the schools and community
2. - Participate in a cooperative WebCT project with Fairmont State College

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To mximize student achievement.	Persons Responsible Principals School Technology Coordinators Classroom Teachers	Target Audience All Secondary Schools	Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning

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

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 06: To promote collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

1. - Provide and maintain a county web page with a link to all schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
Purpose To increase communication between school, home and the community for student achievement	Persons Responsible Superintendent Principals	Target Audience All schools	Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 07: To plan for professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology.

1. - Offer Staff Development on basic trouble shooting of classroom computers
2. - Staff Development will be offered on Dibbles, Whiteboards, Power Point, Excel, River Deep and Odyssey

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 improve teachers 21st Century Skills	Persons Responsible Superintendents Technology Coordinators Principals	Target Audience All Teachers and Staff
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Professional Development None	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

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 08: To implement, support, maintain and repair all computer equipment and internal connections.

1. - Collaborate with RESA VI for the repair of equipment.
2. - Train students in computer repair.

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 ensure all computer equipment is maintained and repaired in a timely manner	Persons Responsible RESA Technicians Principals Computer Repair Teachers	Target Audience All schools and administrative buildings
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Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section

Associated Goals/Objectives Technology

Associated High Yield Strategies Technology Integration for Student Achievement

Action Step Tech 09: To collaborate with adult literacy providers when appropriate.

1. - Offer Basic and Advanced Computer Literacy classes through Adult Education

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 improve adult computer literacy.	Persons Responsible Adult Education Director High School Principal Adult Literacy Teachers	Target Audience Adult community
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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	57,000.00	37,627.00	18,533.00	
		Data Lines	64,140.00	42,773.00	21,067.00	
		Internal Conn Maint	0.00	0.00	0.00	
		Internal Connections	0.00	0.00	0.00	
		Internet Access	1,711.00	1,146.00	565.00	
		Long Distance	6,270.00	4,181.00	2,059.00	
		Paging	3,360.00	2,251.00	1,109.00	
		Voice	80,752.00	53,836.00	26,516.00	
		WAN	0.00	0.00	0.00	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		213,233.00	141,814.00	69,849.00

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	56,160.00	37,627.20	18,532.80	
		Data Lines	63,840.00	42,772.80	21,067.20	
		Internal Conn Maint	0.00	0.00	0.00	
		Internal Connections	0.00	0.00	0.00	
		Internet Access	1,711.00	1,146.42	564.66	
		Long Distance	6,240.00	4,180.80	2,059.20	
		Paging	3,360.00	2,251.20	1,108.80	
		Voice	80,352.00	53,835.84	26,516.16	
		WAN	0.00	0.00	0.00	
		Web Hosting	0.00	0.00	0.00	
		E-rate Totals		211,663.00	141,814.26	69,848.82

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	27,480.00	18,136.80	9,343.20
		Data Lines	74,880.00	49,420.80	25,459.20
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	4,920.00	3,247.20	1,672.80
		Paging	0.00	0.00	0.00
		Voice	84,348.00	55,669.68	28,678.32
		WAN	0.00	0.00	0.00
		Web Hosting	10,090.90	6,659.99	3,430.91
		E-rate Totals		201,718.90	133,134.47

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2005	Cellular	28,435.80	19,051.99	9,383.81
		Data Lines	80,850.00	54,169.50	26,680.50
		Internal Conn Maint	0.00	0.00	0.00

Internal Connections	0.00	0.00	0.00
Internet Access	0.00	0.00	0.00
Long Distance	28,800.00	19,296.00	9,504.00
Paging	0.00	0.00	0.00
Voice	118,600.00	79,462.00	39,138.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	256,685.80	171,979.49	84,706.31
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State Basic Skills E-rate Application 2005 State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application 2005 State Totals - SUCCESS	0.00	0.00	0.00

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.

- Do you have an Acceptable Use Policy? Yes No
- If yes, what is the last date of adoption/revision? 09/24/2001
- When was the public meeting held for CIPA Compliance? 09/24/2001
- Provide the URL to your acceptable use policy. wphs.ohio.k12.wv.us/ocbe/aup.pdf

	Other		
	Schools	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?	12	1	13
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?	1	1	2
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

Assessment For Learning will be initiated with all students. Three target group of students include: economically disadvantaged, students with disabilities, and the black subgroups. A balanced assessment approach will provide assurance that all students are moving toward mastery of core subjects.

Process Monitoring

Ohio County School's Management of Academic Performance template will be used to monitor student performance at each grade level taking the WESTEST. Addition assessments include Writing Assessment, ACT Plan and Explore. The SAT and ACT scores will be analyzed. Attendance and graduation rates will be monitored.

Evaluation Process

Evaluation will be based on the 2007-2008 standardized test scores and balanced assessment activities, such as performance assessments, benchmarks, and formative assessments.

Furthermore, all federal guidelines will be followed in the Title I, Title II, Title III, Title IV, and Title V programs.