

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**PUTNAM COUNTY SCHOOLS PUTNAM CO SCHOOLS SUPERINTENDENT'S OFFICE**

#9 COURTHOUSE DRIVE

WINFIELD WV 25213-0

**Telephone:** (304) 586-0500 **Fax:** (304) 586-0553

"Good plans shape good decisions.

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

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

# SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

<b>Administration</b>	Ms. Patsy Smith
	Ms. Pat Homberg
	Mr. Chuck Hatfield
	Mr. Robert Hull
	Ms. Karen Nowviskie
	Mr. Bruce Faulkner
	Ms. Patti Ruebush
	Mr. Thomas Tull
	Ms. Mary Beckelhimer
	Dr. Penny Fisher
<b>Business &amp; Community</b>	Ms. Gina Dailey
	Mr. Joe Haynes
	Ms. Jackie Chaney
	Ms. Laquita Harris
	Mr. Gary Walton
<b>Other</b>	Dr. Powell Toth
	Ms. Judy Hale
	Ms. Michelle Kelley
<b>Parents</b>	Ms. Sherri Mears
	Ms. Emily Papadopoulos
<b>Students</b>	Ms. Danielle Cart
	Ms. Emily Hull
<b>Teachers</b>	Mr. Mike Ellis
	Mr. Jon Fisher
	Ms. Barbara Wyatt
<b>Technology Committee</b>	Ms. Kim Sigman
	Mr. Dale Slack
	Mr. Rachel Hull
	Ms. Pat Homberg
	Ms. Dawn Gessel
	Ms. Lyn Brady
	Mr. Mel Reed
	Ms. Gloria Adkins
	Ms. Katie McDilda
	Ms. Sarah Parkins
	Ms. Jeanette Mobley
	Ms. Liz Runion
	Ms. Carol Bauer
	Mr. Richard Grim
	Ms. Sara Welch
	Mr. Greg LeMaster
	Mr. Bruce Faulkner
	Ms. Beth Pitzer
	Mr. Major Simms
	Ms. Beth Smith
	Ms. Mary Beckelhimer

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.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
General	1,126,726.00
Special Grants	20,070.00
Technology E-rate	158,412.46
Technology E-rate County Match	119,504.14
Technology Infrastructure	129,826.00
Technology Local Share	36,859.00
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	112,138.00
TFS/Secondary Technology	149,033.00
Title II	443,503.00
Title III Language Instruction LEP	10,000.00
Title IV Safe and Drug Free Schools	37,765.93
Title V	9,969.00
<b>Total</b>	<b>\$ 2,353,806.53</b>

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

Putnam County Schools has seen moderate growth with an average of 100-150 students per year. The major impact of this growth is on facilities. A major portion of local discretionary funds has been dedicated to facilities, not instruction. A secondary impact has been staffing schools with highly qualified teachers.

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

The general population county has increased more than the school-aged population. Putnam County has many more retired and childless couples than families with school-aged children. Although it remains relatively small, the number of minority students has doubled. The number of residents with no children in the schools has an impact on the funding, especially on local levies and bonds. Therefore, a lack of school-community connection exists.

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

A number of public housing facilities have opened in the county in the past few years, resulting in a widening gap between wealthy and economically disadvantaged families. Our E-rate reimbursement rate has increased from 56% to 61%. While the county-wide rate for Federal Hot Lunch assistance has remained relatively constant, a shift of location has occurred. Putnam County is a bedroom community for Charleston and Huntington, resulting in a high rate of transience. There is a high probability that many students will not remain in the county or state. Parental expectations of the educational system are high.

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

Putnam County has consistently been among the counties with the lowest unemployment rate. There has been significant business expansion in the county. The average worker's salary and household income have increased. A more skilled workforce is required to staff these businesses. The increased population also has resulted in an expanded service industry in the county. Economic development has driven the improvement and expansion of the county's infrastructure, which has opened up previously underdeveloped areas of the county. Previously rural areas are becoming bedroom communities.

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

The number of minority students has doubled. An increasing number of students come from single parent and blended homes. The number of families with two working parents has increased. The median income is twice the state average; the per capita income is the highest in West Virginia. In spite of this, 12.8% of students in Putnam County live below the poverty level. Half the families who live below the poverty level have pre-school age children.

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

The juvenile delinquency rate has more than doubled since 2001. According to the Pride Survey, most of the students who are experimenting with drugs and alcohol are doing so at home or friends' homes after school or on the weekends. The number of meth labs found in the county has increased dramatically. Putnam County continues to allow smoking in public places while many surrounding counties have imposed bans.

The current year data indicate tobacco use decreased at the 5th and 8th grade levels. Alcohol use decreased at the 5th and 11th grade levels. Drug use decreased at the 8th grade level. Alcohol is the most prevalently used of any drug. Students begin experimenting with all drugs between the 5th and 8th grade with alcohol being the most frequently used. Students perceive tobacco as the most harmful drug. As students' perception of risk increases, use of substances decreases.

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

High speed cable Internet service is available in most of the county. Some areas of the county have wireless access available also. Cell phones are ubiquitous throughout the population. Most businesses and industry require high tech skills.

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

Many high school students work. All levels of students are over scheduled during leisure time. Therefore, little time is available for homework and extension of classroom activities. Many students come to school lacking adequate rest and nutrition.

## PRIORITIES

1. Decrease the amount of violent or threatening behavior in schools.
2. Decrease the achievement gap for educationally disadvantaged students.
3. Increase tolerance and awareness of diversity.

## B. STUDENT ACHIEVEMENT DATA ANALYSIS

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

The major concerns are the achievement gap between students with disabilities and all students and between low SES students and all students. Of particular concern is the achievement of high school students with disabilities.

### **WESTEST Confidential Summary Report**

Across the grades weaknesses were equally divided between reading and writing. Across the grades and county,

measurement remains the greatest weakness in mathematics..

**WESTEST Confidential Item Analysis Summary**

The test items requiring constructed responses and/or higher level thinking skills were the weakest.

**WESTEST Confidential Roster Report**

While many students achieved mastery, inadequate numbers of students achieved at the distinguished level. More elementary and secondary level students achieved distinguished in math. The greatest area of weakness was at the 10th grade level with more students achieving novice status in both reading and math.

**WV Writing Assessment**

Writing assessment rankings improved at the elementary and middle school levels when compared to the best counties. The greatest ranking improvement was at the 7th grade level which went from 18th to 4th. Fourth grade scores moved from 15th to 6th. We scored above the state average for mastery at all levels. At the 7th grade level, our weakest score was in persuasive writing. At the 10th grade level our weakest scores were in descriptive and narrative writing. Mechanics was the area of weakness in both the 7th and 10th grade. While many students met mastery, not enough scored at above mastery or distinguished.

**SAT/ACT Results**

Not enough students participate in ACT/SAT testing. The SAT verbal scores have continued to drop.

**ACT Explore - Grade 8 Middle School**

The lowest scores are in reading.

**ACT Plan - Grade 10 High School**

The lowest scores are in reading.

**AP Testing Report/AP Rate**

While some courses/teachers consistently have high rates of students who pass the exams, many other courses/teachers have students who neither take nor pass the exams.

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

End of Course results for Health Occupations (one course), HVAC (two courses), ProStart Restaurant Management (two courses), Automotive Technology (one course), Conventional Drafting/Auto CAD (one course), Graphic Design (one course) and Welding Technology (one course) need to be improved. The percentage of students passing the EOC Exam does not meet the state standard.

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

Identification procedures were reviewed and found to be adequate. No change recommended.

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

Proficiency Level	Listening	Speaking	Reading	Writing	Comprehension	Composite
5	8-40%	9-45%	4-22%	1-5%	4-21%	0
4	5-25%	4-20%	3-16%	8-42%	3-16%	7-37%
3	4-20%	3-15%	5-28%	7-37%	6-32%	5-26%
2	2-10%	1-5%	5-28%	2-11%	5-26%	6-32%
1	1-5%	3-15%	1-5%	1-5%	1-5%	1-5%
Total	20	20	18	19	19	19

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

Participation rate is 100%. No changes recommended.

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

Mathematics: 100% - 14 student

Reading: 65% - 9 students

Recommendation: emphasize reading achievement at the middle and high school level

**CTE Completion**

All CTE programs need higher completion rates. At the Technical Center, more students need to remain through the advanced courses.

**WorkKeys Exam**

WorkKeys results need to be improved for HVAC, Dental Assisting, Automotive Technology, Power Equipment Technology, and Collision Repair Technology. Students in these programs need to score higher in reading and math to attain the level of proficiency required for their programs.

**PRIORITIES**

1. Decrease the achievement gap between SWD and All students.
2. Improve performance on constructed response and items requiring higher order thinking skills items.
3. Improve proficiency in writing skills.
4. Improve proficiency in reading.
5. Increase the number of students taking and passing AP exams.
6. Increase proficiency in measurement skills.

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

Attendance does not appear to be an issue county wide.

**Discipline Referral Report**

Physical fights, battery against students, and tobacco offenses are the highest by offense. Offenses involving weapons have decreased while offenses involving alcohol and drugs have increased.

Out-of-school suspension rates have continued to decrease and in-school suspension rates have increased.

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

The SWD and ED students have lower graduation rates than all students.

**College Enrollment Rate**

Not a concern.

**College Developmental Course Rate**

Almost 1/3 of students need to take some developmental course, with math being the highest.

**PRIDE Survey**

Tobacco and drug use increased at the 11th grade level. Alcohol use increased at the 8th grade level. Tobacco and drug use has remained unchanged or decreased at the 5th and 8th grade levels. The largest increases in tobacco, alcohol, and drug use occur between the 5th and 8th grades.

**CIMP Self Assessment**

Of the 37 CIFMP Compliance Indicators for 2005-2006 81% were found compliant and 19% were noncompliant. Progress was made on 5 of the 7 noncompliant indicators. Strategies to reach full compliance include:

- Employ highly qualified special education teachers.
- Transition students from Part C (Early Intervention) to Part B (Preschool) in a timely manner.
- Adhere to district policies and procedures in the evaluation/re-evaluation of referred students.
- Close the achievement gap in mathematics and reading/language arts in the special education subgroup.
- Adhere to district policies and procedures in the discipline of students with disabilities.
- Increase inclusive settings for students with disabilities from ages 3-5 .
- Provide adequate classrooms for exceptional students.

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

54 LEP students identified constitutes < .01% of the total student population

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

17 JA; 12 SP; 11 AR; 5 VT; 4 CM; 2 HI; 1 TA; 1 RU; 1 CC

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

Unkown.

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

No migrant students

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

11 schools – 50%

**PRIORITIES**

1. Decrease occurrences of violent behaviors at school.
- 2.

Decrease tobacco, alcohol, and drug use for all students.

3. Decrease out of school suspensions for all students.
4. Decrease the number of students taking developmental classes.

**D. CULTURE AND CONDITIONS****ANALYSIS****Office of Performance Audits Compliances and Recommendations**

None

**North Central Report on Schools**

None

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

Number of SWD students scoring at mastery was too low. Number of SWD with out-of-school suspensions was too high.

**Walkthrough Summaries**

None

**High Schools that Work Assessment Report**

Do not participate

**Making Middle Grades Matter Report**

Do not participate

**High Schools that Work Annual Report**

None

**Highly Qualified Personnel Report**

Areas of concern are exceptional education; secondary math, science and language arts; librarianship.

**Framework Assessment of High Yield Practices**

No formal assessment

**Digital Divide Report (Technology)**

The main weakness shown by the latest Digital Divide data is the age of computers. As of October 2006, 40% of school computers have operating systems below Windows XP; most are Windows 98.

The low number of digital projectors is another area of concern. While projectors are more common in secondary classrooms, few elementary teachers have projectors. The county has 115 projectors and 671 teachers. Newly adopted textbooks come with DVD and CD teaching resources, and teachers do not have full-time access to digital projectors. This prevents them from using these materials in daily instruction.

While 93% of teachers indicated that they had one or more hours of training in technology integration, staff development is third concern in light of 21st Century Skills. Due to the limited number of available staff development hours and the high number of required staff development topics, technology staff development has not been required in the past two years. Staff development has been provided primarily through the Technology Academy, which pays a stipend using Ed Tech Funds. Putnam County no longer qualifies for these funds.

**Technology Use Survey**

Since 2004-2005, Putnam County Schools has been collecting information on use of technology in the classroom. Teachers have recorded use of computers in classroom mini-labs (elementary) and computer labs (all levels). Last year, 68% of teachers used technology in the classroom for instruction.

Elementary teachers show the highest use of technology in instruction (80%) and high school teachers show the lowest use of technology in instruction (56%).

**PRIORITIES**

1. Increase achievement of SWD students.
2. Increase the number of teachers meeting the definition of highly qualified.
3. Decrease the number of SWD with out-of-school suspensions.
4. Improve pre-K collaboration.

## GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1: NCLB - No achievement gap will exist in mathematics and reading/language arts among student subgroups.**

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
1.1	There will be an annual decrease in the mathematics achievement gap between SWD and All Students. The same action steps apply to Objective 1.3.	Math Gap SWD	0.29	13.00
1.2	There will be an annual decrease in the reading/language arts achievement gap between SWD and All Students. The same action steps apply to Objective 1.4.	Reading Gap SWD	0.28	12.00
1.3	There will be an annual decrease in the mathematics achievement gap between ED and All Students. The action steps from Objective 1.1 also apply.	Math Gap ED	0.09	4.00
1.4	There will be an annual decrease in the reading/language arts achievement gap between ED and All Students. The action steps from Objective 1.2 also apply.	Reading Gap ED	0.08	3.00

**Goal 2: Performance - The level of academic performance of all students will improve.**

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
2.1	The percent of students scoring at or above mastery in reading/language arts will increase.	RLA Mastery and Above	86.00	96.00
2.2	The percent of students scoring at or above mastery in mathematics will increase.	Math Mastery and Above	83.00	96.00
2.3	The percent of students scoring at or above mastery on the WV Writing Assessment will increase.	Writing Mastery and Above	85.00	95.00
2.4	The percent of students who graduate from high school will increase to 93%.	Graduation rate	0.88	0.93
2.5	The percent of students displaying at risk behaviors that adversely affect academic achievement will decrease.	At risk behaviors	1027.00	500.00
2.6	All students will be taught by teachers who meet the federal definition of Highly Qualified	HQT	93.50	96.00

**Goal 3: Title IV - All students will be educated in a safe and drug-free learning environment that supports academic achievement.**

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
3.1	The number of violence and/or weapons related incidents in or on school grounds will decrease to 200.	Weapons/Violence Violations	300.00	200.00
3.2	The percent of students reporting alcohol use at the middle and high school levels will decrease by 10%	Alcohol	53.40	43.40
3.3	The percent of students reporting tobacco use at the middle and high school levels will decrease by 10%.	Tobacco	35.90	25.90
3.4	The percent of students reporting drug use of the middle and high school levels will decrease by 10%.	Drugs	21.40	11.40

**Goal 4: Technology Goal - All students will graduate with 21st Century Skills.**

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
4.1	There will be an increase in the number of teachers, at all grade levels and across all curriculum areas, who use 21st Century tools to help students develop 21st Century skills.	Technology Hardware/Infrastructure	0.00	1.00
4.2	There will be an increase in the number of teachers, at all grade levels and across all curriculum areas, who use 21st Century tools to help students develop 21st Century skills.	Technology Integration	0.00	0.36

**Goal 1:** NCLB - No achievement gap will exist in mathematics and reading/language arts among student subgroups.

**Objective 1.1** There will be an annual decrease in the mathematics achievement gap between SWD and All Students. The same action steps apply to Objective 1.3.

**As measured by:**

WESTEST mathematics data from WV Achieves Highlights. Current year - county percent of All Students proficient in math is 86%; SWD proficient in math is 61%.

Baseline Data		0.29	
	Targets		Actual
	<b>2005-2006</b>	0.25	<b>2005-2006</b> 0.30
	<b>2006-2007</b>	0.22	<b>2006-2007</b> 26.00
	<b>2007-2008</b>	19.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	16.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	13.00	<b>2009-2010</b> N/A

**Objective 1.2** There will be an annual decrease in the reading/language arts achievement gap between SWD and All Students. The same action steps apply to Objective 1.4.

**As measured by:**

WESTEST reading/language arts data from WV Achieves Highlights. Current year - county percent of All Students proficient in reading/language arts is 88%; SWD proficient in reading language arts is 60%.

Baseline Data		0.28	
	Targets		Actual
	<b>2005-2006</b>	0.24	<b>2005-2006</b> 0.30
	<b>2006-2007</b>	0.21	<b>2006-2007</b> 28.00
	<b>2007-2008</b>	18.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	15.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	12.00	<b>2009-2010</b> N/A

**Objective 1.3** There will be an annual decrease in the mathematics achievement gap between ED and All Students. The action steps from Objective 1.1 also apply.

**As measured by:**

WESTEST mathematics data from WV Achieves Highlights. Current year - county percent of All Students proficient in math is 86%; ED proficient in math is 77%.

Baseline Data		0.09	
	Targets		Actual
	<b>2005-2006</b>	0.08	<b>2005-2006</b> 0.09
	<b>2006-2007</b>	0.07	<b>2006-2007</b> 9.00
	<b>2007-2008</b>	6.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	5.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	4.00	<b>2009-2010</b> N/A

**Objective 1.4** There will be an annual decrease in the reading/language arts achievement gap between ED and All Students. The action steps from Objective 1.2 also apply.

**As measured by:**

WESTEST reading/language arts data from WV Achieves Highlights. Current year - county percent of All Students proficient in reading/language arts is 88%; ED proficient in reading language arts is 80%.

Baseline Data		0.08	
	Targets		Actual
	<b>2005-2006</b>	0.07	<b>2005-2006</b> 0.09
	<b>2006-2007</b>	0.06	<b>2006-2007</b> 8.00
	<b>2007-2008</b>	5.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	4.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	3.00	<b>2009-2010</b> N/A

**Goal 2:** Performance - The level of academic performance of all students will improve.

**Objective 2.1** The percent of students scoring at or above mastery in reading/language arts will increase.

**As measured by:**

WESTEST reading/language arts data from WV Achieves Highlights. Current year - county percent of All Students proficient in reading/language arts is 88%.

Baseline Data		86.00	
Targets		Actual	
2005-2006	88.00	2005-2006	87.53
2006-2007	90.00	2006-2007	88.43
2007-2008	92.00	2007-2008	N/A
2008-2009	94.00	2008-2009	N/A
2009-2010	96.00	2009-2010	N/A

**Objective 2.2** The percent of students scoring at or above mastery in mathematics will increase.

**As measured by:**

WESTEST mathematics data from WV Achieves Highlights. Current year - county percent of All Students proficient in math is 86%.

Baseline Data		83.00	
Targets		Actual	
2005-2006	88.00	2005-2006	84.50
2006-2007	90.00	2006-2007	86.43
2007-2008	92.00	2007-2008	N/A
2008-2009	94.00	2008-2009	N/A
2009-2010	96.00	2009-2010	N/A

**Objective 2.3** The percent of students scoring at or above mastery on the WV Writing Assessment will increase.

**As measured by:**

WV Writing Assessment. Current data show that 85% of All Students who were tested are at or above mastery.

Baseline Data		85.00	
Targets		Actual	
2005-2006	87.00	2005-2006	82.33
2006-2007	89.00	2006-2007	85.33
2007-2008	91.00	2007-2008	N/A
2008-2009	93.00	2008-2009	N/A
2009-2010	95.00	2009-2010	N/A

**Objective 2.4** The percent of students who graduate from high school will increase to 93%.

**As measured by:**

Student Dropout Rate as reported by WVDE. Current rate is 88% for All Students.

Baseline Data		0.88	
Targets		Actual	
2005-2006	0.89	2005-2006	0.89
2006-2007	0.90	2006-2007	0.00
2007-2008	0.91	2007-2008	N/A
2008-2009	0.92	2008-2009	N/A
2009-2010	0.93	2009-2010	N/A

**Objective 2.5** The percent of students displaying at risk behaviors that adversely affect academic achievement will decrease.

**As measured by:**

WVEIS Discipline Report. Current data show 305 OSS days.

Baseline Data		1027.00	
Targets		Actual	
2005-2006	900.00	2005-2006	376.00
2006-2007	800.00	2006-2007	305.00
2007-2008	700.00	2007-2008	N/A
2008-2009	600.00	2008-2009	N/A
2009-2010	500.00	2009-2010	N/A

**Objective 2.6** All students will be taught by teachers who meet the federal definition of Highly Qualified

**As measured by:**

Number of teachers meeting the definition of being highly qualified as determined by the personnel department of Putnam County Schools

Baseline Data		93.50	
Targets		Actual	
2005-2006	94.00	2005-2006	0.91
2006-2007	94.50	2006-2007	0.00
2007-2008	95.00	2007-2008	N/A

<b>2008-2009</b>	95.50	<b>2008-2009</b>	N/A
<b>2009-2010</b>	96.00	<b>2009-2010</b>	N/A

**Goal 3:** Title IV - All students will be educated in a safe and drug-free learning environment that supports academic achievement.

**Objective 3.1** The number of violence and/or weapons related incidents in or on school grounds will decrease to 200.

**As measured by:**  
WVEIS

<b>Baseline Data</b>		300.00	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	300.00	<b>2005-2006</b>	247.00
<b>2006-2007</b>	275.00	<b>2006-2007</b>	332.00
<b>2007-2008</b>	250.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	225.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	200.00	<b>2009-2010</b>	N/A

**Objective 3.2** The percent of students reporting alcohol use at the middle and high school levels will decrease by 10%

**As measured by:**  
PRIDE Survey

<b>Baseline Data</b>		53.40	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	56.40	<b>2005-2006</b>	53.40
<b>2006-2007</b>	50.90	<b>2006-2007</b>	53.85
<b>2007-2008</b>	48.40	<b>2007-2008</b>	N/A
<b>2008-2009</b>	45.90	<b>2008-2009</b>	N/A
<b>2009-2010</b>	43.40	<b>2009-2010</b>	N/A

**Objective 3.3** The percent of students reporting tobacco use at the middle and high school levels will decrease by 10%.

**As measured by:**  
PRIDE Survey

<b>Baseline Data</b>		35.90	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	35.90	<b>2005-2006</b>	35.90
<b>2006-2007</b>	33.40	<b>2006-2007</b>	35.10
<b>2007-2008</b>	30.90	<b>2007-2008</b>	N/A
<b>2008-2009</b>	28.40	<b>2008-2009</b>	N/A
<b>2009-2010</b>	25.90	<b>2009-2010</b>	N/A

**Objective 3.4** The percent of students reporting drug use of the middle and high school levels will decrease by 10%.

**As measured by:**  
PRIDE Survey

<b>Baseline Data</b>		21.40	
	<b>Targets</b>		<b>Actual</b>
<b>2005-2006</b>	21.40	<b>2005-2006</b>	21.40
<b>2006-2007</b>	18.90	<b>2006-2007</b>	23.80
<b>2007-2008</b>	16.40	<b>2007-2008</b>	N/A
<b>2008-2009</b>	13.90	<b>2008-2009</b>	N/A
<b>2009-2010</b>	11.40	<b>2009-2010</b>	N/A

**Goal 4:** Technology Goal - All students will graduate with 21st Century Skills.

**Objective 4.1** There will be an increase in the number of teachers, at all grade levels and across all curriculum areas, who use 21st Century tools to help students develop 21st Century skills.

**As measured by:**

Digital Divide Survey. Baseline from 2005-2006 Digital Divide Survey. Indicates the percentage of computers with Windows XP operating system or higher.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.34
2006-2007	0.00	2006-2007	59.00
2007-2008	0.70	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	1.00	2009-2010	N/A

**Objective 4.2** There will be an increase in the number of teachers, at all grade levels and across all curriculum areas, who use 21st Century tools to help students develop 21st Century skills.

**As measured by:**

Professional Development Database. Baseline from 2006-2007 database statistics. Indicates the percentage of professional personnel who completed 6 or more hours of technology-related staff development.

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.06
2007-2008	0.16	2007-2008	N/A
2008-2009	0.26	2008-2009	N/A
2009-2010	0.36	2009-2010	N/A

# HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
District Monitoring System for School Accountability	
Use of Data to Target Improvement Efforts	<p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2<sup>nd</sup> ed.) Larchmont NY: Eye on Education). 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 13<sup>th</sup>, 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>
Performance Benchmarks	
Standards-Based Unit and Lesson Design	
Differentiated Instruction	
Prioritization and Mapping	<p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to “justify” the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment</i>, <i>Teaching and Learning Technologies, TIP</i>)</p>
Leadership Development	<p>Leadership Development is an essential piece of systemic improvement, particularly with regard to the future of education. Simply put, the shift to 21<sup>st</sup> Century Skills requires change and leaders can facilitate that change. A multitude of publications on leadership theories and the characteristics of leaders is further evidence of the importance of leadership.</p> <p>Buckingham and Coffman write in <i>First, Break All the Rules</i>, “The manager role is to reach inside each employee and release his unique talents into performance” (58). Their research of effective manager/leaders indicates a thought-provoking link between management style and employee opinions, productivity, and customer satisfaction.</p> <p>In <i>The Learning Leader</i>, Douglas Reeves provides a framework of guidance for becoming an effective, focused leader. He writes “Focused leaders engage in daily disciplines that maximize their energy, bringing the highest level of concentrated effort on the challenges that are most important” (167). Leaders must learn not to expect different results from the same actions, particularly when those actions have not proven effective. Knowing certain practices yield best results, leaders can learn to become more effective leaders.</p> <p>Reeves describes great leaders as having self-confidence while acknowledging their deficiencies. Of particular importance to leaders in education is the ability of exceptional</p>

	<p>leaders to draw from other's complementary strengths. According to Reeves, research concludes that "relationship skills account for three times as much impact on organizational performance as analytical skills do" (39).</p> <p>Leadership development is essential at every level of an effective educational system. Reeves indicates that most decisions in schools are either collaborative or discretionary decisions involving teachers. He notes that the demands for training the next generation of leaders will require the development of collaborative teams (55).</p> <p>Gary Marx, describes in <u>Future-Focused Leadership</u> the duty of the 21<sup>st</sup> Century leader along with principles to guide the future-oriented leader (24). He describes specific qualities important for leaders in education, including connectedness, inclusiveness, and enthusiasm for the future. Leaders must be prepared to embrace change to be able to address tomorrow's needs. Marx writes, "Creating a future is, after all, the essence of leadership" (69).</p> <p>Marx, Gary (2006). <u>Future-Focused Leadership</u>. Alexandria, &lt;:namespace prefix = st1 /&gt;Virginia: Association for Supervision and Curriculum Development.</p> <p>Reeves, Douglas (2006) . <u>The Learning Leader</u>. Alexandria, Virginia: Association for Supervision and Curriculum Development.</p> <p>Buckingham, Marcus and Coffman, Curt (1999). <u>First, Break All the Rules</u>. New York: Simon and Schuster.</p>
<p>Data-Based System for Monitoring Student Academic and Personal Progress</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> (2<sup>nd</sup> 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 13<sup>th</sup>, 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>
<p>Other Strategy Refusal/Resistance Skills Training</p>	<p>Substantial progress has been made in drug abuse prevention over the past twenty (20) years. It has become clear that some of the most widely used prevention approaches are either ineffective or of unproven effectiveness. Notable among these are traditional prevention approaches which rely on the provision of information concerning the adverse consequences of drug abuse, affective education, or alternatives to drug use. Most recent research has demonstrated the efficacy of prevention approaches which focus on psychosocial factors associated with drug use initiation and/or drug abuse. These approaches emphasize the teaching of social resistance skills either alone or in combination with generic personal and social skills.</p> <p>Studies testing the efficacy of these approaches have shown that they are capable of reducing drug use for up to six (6) years. Although most of this research has been conducted with cigarette smoking, prevention effects have also been demonstrated for alcohol and marijuana use. Limited evidence also exists showing that school-based drug abuse prevention programs can produce reductions in more serious levels of drug involvement beyond the occasional use of a single gateway drug.</p> <p>Botuin, Gilbert J. (2000) <u>LifeSkills Training Program</u>. Princeton, New Jersey: Princeton Health Press, Inc.</p>
<p>Other Strategy</p>	<p>Teachers must be clear about their expectations regarding social skills. Students must</p>

## Social Skills Training

understand what it means to listen, to show respect, to cooperate, to be responsible, and to resolve conflicts. Social skills training includes classroom survival skills (e.g., listening, answering questions, asking for help) and critical peer skills (e.g., cooperating, showing empathy, making friends). Effective social skills training can affect classroom management practices by clarifying teacher expectations and assisting students understand how they should behave. Research has shown that social skills training helps improve social interactions and reduces problem behavior.

Alberg, J., C., & Eller, S. (1992) Social Skills Planning Guide. Longmont, CO: Sopris West.

<p><b>Other Strategy</b> School Climate</p>	<p>Effective schools research provides a framework for school improvement programs. A safe and orderly environment is one of the correlates of effective schools. Recent research and school improvement findings provide both a first and second generation developmental stages to which schools may aspire.</p> <p>In the first generation of a safe and orderly environment there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. Student academic and social engagement in school is another factor to be addressed in the general learning climate. The safe and orderly environment correlate is defined in terms of the absence of undesirable student behavior (e.g., students fighting).</p> <p>In the second generation the concept of the school climate moves beyond the elimination of undesirable behavior. The second generation places increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team leading). In second generation schools students and teachers help each other.</p> <p>Lezotte, Lawrence W. &amp; McKee, Kathleen M. (2002) <i>Assembly Required: A Continuous School Improvement System</i>. Okemos, Michigan: Effective Schools Products, Ltd.</p>
<p><b>Other Strategy</b> Technology Integration</p>	<p>The effective use of learning technology has led directly to significant gains in math, reading and language arts skills in West Virginia, according to a new study released by the Exchange. The study, conducted by Professor Dale Mann of the Teachers College at Columbia University, Professor Charol Shakeshaft of Hofstra University, and a team of education researchers, marks the first time that a long-term statewide learning technology program has been assessed for its effectiveness. The researchers examined West Virginia's Basic Skills/Computer Education (BS/CE) program, whose objective was to use the computer as a tool for improving the basic skills and to provide comprehensive teacher training on utilizing computers in the classroom. The program's ten-year history makes it the nation's longest-running state program for the implementation of technology in education.</p> <p>Details of the study are available from the Milken Family Foundation at <a href="http://www.mff.org/edtech/article.taf?function=detail&amp;Content_uid1=127">http://www.mff.org/edtech/article.taf?function=detail&amp;Content_uid1=127</a>.</p>
<p><b>Other Strategy</b> Effective Preschool Early Intervention Programs</p>	<p>This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale &amp; Cole, 1988). This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.</p> <p>Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson &amp; Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.</p> <p>Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001)</p> <p>The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This</p>

difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn.

In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children’s short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk.

Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004, December 24). *Education Policy Analysis Archives*

# Technology Plan

Submitted by - meb72001 2007-09-13 16:17:47.0

## E-rate Year 2008-2009

### Federal Compliances

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

#### **Technology -01 – USING TECHNOLOGY EQUIPMENT/INFRASTRUCTURE FOR EQUITABLE ACCESS TO 21<sup>ST</sup> CENTURY TECHNOLOGY TOOLS**

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

#### **Technology 02 - TECHNOLOGY INTEGRATION FOR 21<sup>ST</sup> CENTURY SKILLS/STUDENT ACHIEVEMENT**

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

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

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

#### **Technology 04- INCREASED ACCESS FOR STUDENTS AND TEACHERS TO 21<sup>ST</sup> CENTURY TOOLS**

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

#### **Technology 05 – DELIVERY OF 21<sup>ST</sup> CENTURY CONTENT THROUGH DISTANCE LEARNING**

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

#### **Technology 06- 21<sup>ST</sup> CENTURY PARENT/COMMUNITY/PARTNERSHIP COLLABORATION**

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

#### **Technology 07- PROFESSIONAL DEVELOPMENT FOR 21<sup>ST</sup> CENTURY INSTRUCTION**

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

#### **Technology 08- MAINTENANCE AND REPAIR OF 21<sup>ST</sup> CENTURY TOOLS**

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

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

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

### Narrative Summary

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

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

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

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

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

Putnam County Schools uses a systemic approach to technology planning, implementation, and evaluation. The Putnam County Schools Technology Team has developed technology models for each of the programmatic levels. At the elementary level, the model includes five computers in each K-5 classroom. At the middle level, it includes one general lab for every 150 students or per grade level and one technology education lab. At the high school level, the model includes one general lab for every 400 students, one business lab for every 250 students, and one computer science lab. The model is a guide the placement or replacement of computers using county, state, and/or federal funds. Currently the county is focusing on replacing all computers below Pentium IV running Windows XP operating system.

The Putnam County Schools Technology Department is part of the Curriculum and Instruction Department and is comprised of eight staff members: a director, two Computer Curriculum Specialists, and five technicians. The Computer Curriculum Specialists are primarily responsible for software integration and staff development, providing training and support to individuals, small groups, and large groups. In addition to the required professional development, the county hosts a summer Technology Academy and a year-long Technology Standards/Intel Teach to the Future project. Additional training is offered on school time, after school, and on ISS days. The technicians are responsible for the installation, support, repair and maintenance of hardware, networks, and infrastructure. By ensuring that technology is available and working and that staff members know how to utilize the existing software, the Putnam County Schools' Technology Department supports instructional program.

During the 2007-2008 school year, the Technology Team and county staff are focusing on the implementation of 21st Century learning. The programmatic models are being reviewed in light of needs for 21st Century learning and the limitations of existing electrical infrastructure. A K-5 committee has been developed to align existing technology to the new CSOs that will be adopted in the fall of 2008. A similar committee will be formed for secondary schools later in the year.

### Technology Needs Assessment

The main weakness shown by the latest Digital Divide data is the age of computers. As of October 2006, 40% of school computers have operating systems below Windows XP; most are Windows 98.

The low number of digital projectors is another area of concern. While projectors are more common in secondary classrooms, few elementary teachers have projectors. The county has 115 projectors and 671 teachers. Newly adopted textbooks come with DVD and CD teaching resources, and teachers do not have full-time access to digital projectors. This prevents them from using these materials in daily instruction.

While 93% of teachers indicated that they had one or more hours of training in technology integration, staff development is third concern in light of 21st Century Skills. Due to the limited number of available staff development hours and the high number of required staff development topics, technology staff development has not been required in the past two years. Staff development has been provided primarily through the Technology Academy, which pays a stipend using Ed Tech Funds. Putnam County no longer qualifies for these funds.

### Action Steps

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Hardware/Infrastructure

**Associated High Yield Strategies** Technology Integration

**Action Step** Tech 01 - Provide 21st century hardware and infrastructure to support the effective use of technology.

- 01 - Purchase/replace hardware as needed to support curricular needs.
- 02 - Continue to replace school and district office computers on a five-year cycle.
- 03 - Replace older servers (Pentium III).
- 04 - Provide matching funds to assist schools as they replaced Pentium III workstations and initiate local projects.
- 05 - Provide access to the Novell local area network and Internet to staff and students who sign and follow the county acceptable use policy.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
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**Purpose** To increase    **Persons Responsible**    **Target Audience** All

student achievement through the use of technology for instruction and learning

Technology Director

facilities

**Professional Development** None

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

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

**Plan Section** County Strategic

**Associated Goals/Objectives** Math Gap SWD ,Reading Gap SWD ,Math Gap ED ,Reading Gap ED ,RLA Mastery and Above ,Math Mastery and Above ,Writing Mastery and Above ,Graduation rate ,Technology Integration

**Associated High Yield Strategies** Standards-Based Unit and Lesson Design ,Technology Integration

**Action Step** CSP-2A - Expand the use of standards-based instructional methods.

- 01 - Monitor and support the third-year of the implementation cycle of standards-based elementary math instruction.
- 02 - Initiate implementation of standards-based math instruction at the middle school level.
- 03 - Develop high school learning communities for standards-based mathematics.
- 04 - Provide professional development opportunities on standards-based instruction for all curricular areas and programmatic levels.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> Increase student mastery of 21st Century Skills.	<b>Persons Responsible</b> C&I Department	<b>Target Audience</b> Teachers, school administrators, and students.	<b>Intended Impact on Audience</b> Improve student achievement.
<b>Professional Development</b> Coaching ,College Courses ,Learning Community ,Study Group ,Trainer Led ,Web Based	<b>Professional Development Other Description</b> Provide a variety of staff development opportunities to expand standards-based lesson design.	<b>Federal Comiances</b> Title I 03. Professional Development ,Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

**Plan Section** County Strategic

**Associated Goals/Objectives** Math Gap SWD ,Reading Gap SWD ,Math Gap ED ,Reading Gap ED ,RLA Mastery and Above ,Math Mastery and Above ,Writing Mastery and Above ,Graduation rate ,Technology Integration

**Associated High Yield Strategies** Differentiated Instruction ,Technology Integration

**Action Step** CSP-2B - Expand the use of differentiated instruction.

- 01 - Implement the three-tiered instructional model for K-3 reading.
- 02 - Support and monitor the implementation of differentiated reading/language arts instruction at all levels.
- 03 - Provide professional development opportunities on differentiated instruction for all curricular areas and programmatic levels.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> Increase student mastery of 21st Century Skills.	<b>Persons Responsible</b> C&I Department	<b>Target Audience</b> Teachers, school administrators, and students	<b>Intended Impact on Audience</b> Increase student achievement.
<b>Professional Development</b> Coaching ,College Courses ,Learning Community ,Study Group ,Trainer Led ,Web Based	<b>Professional Development Other Description</b> Provide a variety of staff development opportunities to expand differentiated instructional methods.	<b>Federal Comiances</b> Title I 03. Professional Development ,Title I 08. Extended Time Programs ,Title I 09. Additional Assessments and Educational Assistance ,Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

**Plan Section** County Strategic

**Associated Goals/Objectives** Math Gap SWD ,Reading Gap SWD ,Math Gap ED ,Reading Gap ED ,RLA Mastery

**Associated High Yield Strategies** Performance Benchmarks ,District Monitoring System for School Accountability ,Data-Based System for

and Above ,Math Mastery and Above ,Writing Mastery and Monitoring Student Academic and Personal Progress ,Use of Data to Above Target Improvement Efforts

**Action Step** CSP-3A - Utilize periodic benchmark assessments to inform instruction.

- 01 - Acquire and/or utilize the necessary hardware and software for systemic benchmark assessment (DIBELS, I-Know, Writing Roadmap and Acuity).
- 02 - Provide professional development on the use of benchmark assessment tools.
- 03 - Provide staff development on use of benchmark data to inform instructional decisions.
- 04 - Administer benchmark assessments and monitor progress.
- 05 - Monitor system data to adjust curricular and instructional implementations.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To determine student mastery and inform instruction.	<b>Persons Responsible</b> C&I Department	<b>Target Audience</b> All students and teachers	<b>Intended Impact on Audience</b> Increase student achievement through frequent monitoring.
<b>Professional Development</b> Learning Community ,Study Group ,Trainer Led	<b>Professional Development Other Description</b> Teachers will learn to implement and use benchmark assessments.	<b>Federal Compliances</b> Title I 03. Professional Development ,Title I 09. Additional Assessments and Educational Assistance ,Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

**Plan Section** County Strategic

**Associated Goals/Objectives** RLA Mastery and Above ,Math Mastery and Above ,Writing Mastery and Above

**Associated High Yield Strategies** Standards-Based Unit and Lesson Design ,Differentiated Instruction

**Action Step** CSP-4 Provide a middle and high school curriculum of sufficient rigor and relevance to meet the needs of advanced learners.

- 01 - Provide information to middle and high school students regarding AP curriculum.
- 02 - Provide information to middle and high school parents regarding AP curriculum.
- 03 - Provide AP administrative training to all middle and high school principals and counselors.
- 04 - Establish system-wide criteria for AP examination requirements including exam fee reimbursement procedures.
- 05 - Establish system-wide criteria for AP teacher training requirements including mandatory sessions every three years.
- 06 - Increase the number of students taking and passing the AP and college entrance exams.
- 07 - Provide AP vertical teaming training for middle and high school teachers.
- 08 - Provide matching funds to purchase online AP preparation software.
- 09 - Provide a college preparatory program for Buffalo High School to improve the college-going rate.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To increase student achievement.	<b>Persons Responsible</b> Director of Adolescent Education	<b>Target Audience</b> Middle and high School students	<b>Federal Compliances</b> Title II 02. Professional Development, Technology 02-Technology Integration for 21st Century Skills/Student Achievement
<b>Professional Development</b> College Courses ,Learning Community ,Self-Study ,Trainer Led			

**Plan Section** Technology

**Associated Goals/Objectives** Technology Integration

**Associated High Yield Strategies** None,Technology Integration

**Action Step** Tech 02 - Promote and support the integration of technology into all areas of the curriculum for instruction, acceleration, and remediation.

- 01 - Continue the implementation of RiverDeep software (Internet based) to support K-8 reading and math.
- 02 - Employ two Computer Curriculum Specialist to assist teachers as they integrate technology into all areas of the curriculum.
- 03 - Enhance school library media collections online resources to support student research. Support collection conversion to InfoCentre to provide increased access to media center materials.
- 04 - Provide online remediation and credit recovery for high school students through Plato.
- 05 - Provide math remediation to Pocahontas Middle students using Apangea online software.
- 06 - Promote the use of high-quality instructional Internet resources such as textbook resources, ThinkFinity, and SAS.

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

**Purpose** To increase student achievement through the use of technology for instruction and learning  
**Persons Responsible** Technology Director, Computer Curriculum Specialists  
**Target Audience** All teachers and students

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Hardware/Infrastructure

**Associated High Yield Strategies** School Climate ,Technology Integration

**Action Step** Tech 03 - Provide a robust communications network.

- 01 - Provide T1 service to all facilities.
- 02 - Expand bandwidth for improved Internet access, to establish a WAN, and to utilize new technologies using fiber, MPLS or other technologies. Provide 5, 10, 20, 100 Mb/s or 1 Gb/s connections to NOC at board office. Provide 20, 30 Mb/s, or partial DS3 connection from NOC to WVDE building 6.
- 03 - Utilize listservs for programmatic level communication. Ensure that all professional staff utilize access e-mail accounts.
- 04 - Provide local/long distance telephone service to all facilities. Provide cellular and paging services to key personnel. Explore other telephone topologies -- VoIP, hosted centrex, etc.
- 05 - Utilize GradeQuick Web to provide more up-to-date and accurate information on student achievement and attendance.
- 06 - Provide up-to-date information via county and school websites and web hosting services.

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

**Purpose** To provide a safe learning environment and the ability to access outside resources for improved instruction and learning.  
**Persons Responsible** Technology Director, Coordinator of Information Systems, Coordinator of Business  
**Target Audience** All facilities

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Integration

**Associated High Yield Strategies** Technology Integration

**Action Step** Tech 04 - Provide students and teachers with increased access to 21st century tools and resources.

- 01 - Establish pilot 21st Century classrooms for teachers attending 21st Century learning opportunities.
- 02 - Provide equipment to enhance 21st Century instruction.
- 03 - Where feasible, add labs to schools for increased teacher and student access.
- 04 - Work with architects and contractors during the planning and construction of new and renovated schools (Winfield High, new Teays Elementary, Scott Teays Elementary and Eastbrook Elementary)
- 05 - Pursue grants to provide wireless access in schools. Implement wireless access in a manner that provides increased access to the network in a secure manner.

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

**Purpose** To increase student achievement through the use of technology for instruction and learning  
**Persons Responsible** Technology Director  
**Target Audience** All teachers and students

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

**Plan Section** Title II

**Associated Goals/Objectives** Math Gap SWD ,Reading Gap SWD ,Math Gap ED ,Reading Gap ED ,RLA Mastery and Above ,Math Mastery and Above ,Writing Mastery and Above ,HQT ,Technology Integration

**Associated High Yield Strategies** Prioritization and Mapping ,Performance Benchmarks ,Standards-Based Unit and Lesson Design ,Differentiated Instruction ,Leadership Development ,Data-Based System for Monitoring Student Academic and Personal Progress ,Use of Data to Target Improvement Efforts ,Technology Integration ,Effective Preschool Early Intervention Programs

**Action Step** T2-3 Provide job-embedded, high-quality, research-based staff development on effective teaching strategies and specific content information.

- 01** - Continue the employment of curriculum coaches and curriculum specialists in the areas of reading, mathematics, technology integration, and early intervention.
- 02** - Provide to all professional employees a wide range of professional development opportunities to increase their effectiveness. These will include, but not be limited to, sessions on content knowledge, effective instructional strategies, curriculum development, dealing with affective issues, learning strategies, PBS requirements, and program development and enhancement, etc.
- 03** - Work with the 21st Century Teacher Leadership Institute participants to develop model classrooms for the teaching of 21st Century Skills. These model classrooms will be used as demonstration sites for the purpose of providing professional development opportunities for PK-12 teachers.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<p><b>Purpose</b> To increase student achievement</p> <p><b>Professional Development</b> Coaching ,College Courses ,Learning Community ,Self-Study ,Study Group ,Trainer Led ,Web Based</p>	<p><b>Persons Responsible</b> C &amp; I staff</p>	<p><b>Target Audience</b> All professional employees</p> <p><b>Federal Compliances</b> Title II 02. Professional Development ,Title II 05. Retraining, Technology 04-Increased Access for Students and Teachers to 21st Century Tools</p>
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**Technology 05-Delivery of 21st Century Content through Distance Learning**

**Plan Section** Technology

**Associated Goals/Objectives** Technology Hardware/Infrastructure ,Technology Integration

**Associated High Yield Strategies** Technology Integration

**Action Step** Tech 05 - Utilize distance learning opportunities made possible by increased bandwidth to overcome scheduling problems and provide acceleration and specialized courses.

- 01** - Explore distance learning grants. Establish distance learning facilities as funding allows.
- 02** - Support local schools in NASA e-missions, virtual field trips, and other distance learning opportunities.
- 03** - Establish distance learning facilities at secondary schools to provide specialized courses and overcome scheduling problems.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<p><b>Purpose</b> To increase student achievement by ensuring that all students have access to a rigorous and appropriate curriculum.</p>	<p><b>Persons Responsible</b> C&amp;I Department, Technology Director</p>	<p><b>Target Audience</b> Students</p> <p><b>Federal Compliances</b> Technology 05-Delivery of 21st Century Content through Distance Learning</p>
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**Technology 06-21st Century Parent/Community/Partnership Collaboration**

**Plan Section** Technology

**Associated Goals/Objectives** Technology Integration

**Associated High Yield Strategies** Technology Integration

**Action Step** Tech 06 - Promote parental involvement and improve collaboration with community and home through the use of 21st century tools and resources.

- 01 - Explore the possibility of adding students and parent access to GradeQuick Web to improve communication with parents and students.
- 02 - Provide up-to-date information to students, parents, staff and community via county and school websites.
- 03 - Support schools that purchase calling systems to communicate with parents.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To improve communication with stakeholders.	<b>Persons Responsible</b> County and school administrators	<b>Target Audience</b> Parents and community members	<b>Intended Impact on Audience</b> Increased opportunities to communicate and collaborate with home and community.
<b>Professional Development</b> Trainer Led ,Web Based	<b>Professional Development Other Description</b> Provide staff development opportunities on GradeQuick, website maintenance, Teacher Advantage, anschoolnotes.com.	<b>Federal Compliances</b> Title I 05. Parent Involvement, Technology 06-21st Century Parent/Community/Partnership Collaboration	

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Integration      **Associated High Yield Strategies** Technology Integration

**Action Step** Tech 07 - Provide professional development opportunities for staff members to learn to use and integrate 21st century tools and resources.

- 01 - Provide support for state-trained technology integration specialists (Library, Exceptional Education, and Vocational).
- 02 - Provide staff development for teachers in the effective use of 21st Century tools and resources in support of Tools for Schools initiatives.
- 03 - Provide staff development for teachers and administrators on effective technology integration tools and techniques.
- 04 - Provide staff development for teachers and administrators on utilizing technology for monitoring progress of students in coursework and assessment.
- 05 - Provide staff development for distance learning educators.
- 06 - Provide technology support for county staff development opportunities.
- 07 - Provide technology support for county staff development opportunities.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> Ensure that teachers have the skills to integrate technology and 21st century skills in instruction	<b>Persons Responsible</b> Technology Director, Computer Curriculum Specialists	<b>Target Audience</b> School administrators and teachers	<b>Federal Compliances</b> Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology Hardware/Infrastructure      **Associated High Yield Strategies** None,School Climate ,Technology Integration

**Action Step** Tech 08 - Install, maintain, support, and repair technology hardware, software, and infrastructure.

- 01 - Employ five technicians to install, maintain, support and repair technology.
- 02 - Implement IssueTrak software for help desk and work order management. Maintain help desk during school year.
- 03 - Research, evaluate, utilize and adopt technology to promote the efficient and effective management of the school system.
- 04 - Provide financial support to RESA III to hire a technician. Utilize a RESA III technician to repair equipment two days per week.
- 05 - Upgrade network electronics to increase network efficiency and speed as more workstations have gigabit network cards.

<b>Projected Begin Date</b>	<b>Projected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
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July 1, 2007	June 30, 2010	?	?
<b>Purpose</b> To provide a stable and robust 21st century learning environment.	<b>Persons Responsible</b> Technology Director	<b>Target Audience</b> All facilities	<b>Intended Impact on Audience</b> Ensure technology is working and available when needed.
<b>Professional Development</b> Trainer Led	<b>Professional Development Other Description</b> Provide staff development for school sysops and county technical staff.	<b>Federal Compliances</b> Technology 08-Maintenance and Repair of 21st Century Tools	

**Technology 09-Adult Literacy**

**Plan Section** Technology

**Associated Goals/Objectives** Technology Hardware/Infrastructure

**Associated High Yield Strategies** Technology Integration

**Action Step** Tech 09 - Collaborate with adult literacy providers and provide access to community groups and adult learners.

**01** - Provide access to and support for technology to community groups and adult learners including, but not limited to, ABE/GED, Marshall University, community education, adult vocational programs, 4-H, Red Cross, Putnam County Emergency Services, Literacy Volunteers of American, and Putnam County Library.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2010	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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<b>Purpose</b> Provide technology access to to community groups in support of lifelong learning.	<b>Persons Responsible</b> C&I Department, Technology Director	<b>Target Audience</b> All stakeholders
<b>Federal Compliances</b> Technology 09-Adult Literacy		

**E-rate Budgets**

<b>Funding Source</b>	<b>Year</b>	<b>Annual</b>	<b>Disc% Commit</b>	<b>County Match</b>	
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	64,500.00	36,765.00	27,735.00
		Data Lines	109,560.00	62,449.20	47,110.80
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	17,371.20	9,901.58	7,469.62
		Paging	0.00	0.00	0.00
		Voice	53,744.00	30,634.08	23,109.92
		WAN	378,090.00	215,511.30	162,578.70
		Web Hosting	31,046.76	17,696.65	13,350.11
		<b>E-rate Totals</b>	<b>277,917.00</b>	<b>158,412.00</b>	<b>119,504.00</b>

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

<b>Funding Source</b>	<b>Year</b>	<b>Annual</b>	<b>Disc% Commit</b>	<b>County Match</b>	
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	71,100.00	40,527.00	30,573.00
		Data Lines	135,840.00	77,428.80	58,411.20
		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	6,000.00	3,420.00	2,580.00
Paging	3,180.00	1,812.94	1,367.66
Voice	61,796.00	35,223.72	26,572.28
WAN	0.00	0.00	0.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	277,916.00	158,412.46	119,504.14

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

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	54,600.00	33,306.00	21,294.00
		Data Lines	104,880.00	63,976.80	40,903.20
		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	8,578.44	5,232.85	3,345.59
		Paging	720.00	439.20	280.80
		Voice	51,656.76	31,510.62	20,146.14
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	220,435.20	134,465.47	85,969.73

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	36,000.00	21,960.00	14,040.00
		Data Lines	116,265.00	70,921.65	45,343.35
		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	6,096.00	3,718.56	2,377.44
		Paging	9,360.00	5,709.60	3,650.40
		Voice	65,735.88	40,098.89	25,636.99
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	233,456.88	142,408.70	91,048.18

State Basic Skills E-rate Application	2005	Hometown ES	4,121.00	80	3,296.80	824.20
		State Totals - BS/CE	4,121.00		3,296.80	824.20

State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00
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## E-Rate Compliance

### County E-Rate Compliance Questions

#### Acceptable Use Policy

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

1. Do you have an Acceptable Use Policy?

Yes  No

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

07/27/2006

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

10/15/2001

4. Provide the URL to your acceptable use policy.

<http://www.putnamschools.com/admin/technology.html>

		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?		22	1	23
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?		0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?		0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?		0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?		0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?		0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?		0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?		0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?		0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?				

## WORK PLAN SUMMARY

### Support/Capacity Building Process

Providing assistance and support to target audiences is the very basis of all action steps in the Strategic Plan. Almost all action steps are designed as direct support via professional development; resource allocation; communication; technology procurement; direct service to staff; direct service to students; direct service to parents; employment of personnel; etc. In addition, the monitoring processes outlined below reflect multiple avenues of assistance and support to all target audiences. The keys to providing assistance and support are continuous monitoring and making "in time" adjustments as needed.

### Process Monitoring

All components of the Strategic Plan are included in an overall systemic management plan. The plan identifies areas of concentration for each department/individual; timelines for monitoring plan implementation; data sources for monitoring; reporting procedures; and communications paths. The Department of Curriculum and Instruction meets weekly for the purpose of aligning efforts; communicating progress of goal obtainment; planning "next steps"; and coordinating activities. During these weekly meetings the monitoring and management of the Strategic Plan is addressed in detail and changes are made as needed. In addition, regular reports are provided to the Board of Education to keep them informed of progress and needs which may arise. Schools are provided three tools to assist them in the management of the Strategic Plan; 1) Principals' Monitoring Tasks; 2) County Monitoring Timeline; and 3) Programmatic Planning Guides. The Principals' Monitoring Tasks document outlines specific areas of importance that all principals should be monitoring regularly. These areas are taken directly from the Strategic Plan and are divided according to the four pillars of the West Virginia model for School System Improvement. The County Monitoring Timeline is a complete listing of all areas which the central office will be monitoring at each school and the timeframe during which the monitoring will occur. Components of the Strategic Plan (both county and school) are the basis for all areas of this timeline. The Programmatic Planning Guides are tailored for each programmatic level and are comprised of specific areas of concentration that each school should be focusing on each month.

### Evaluation Process

Evaluation of the action steps is at the very core of the monitoring process outlined above. Action steps are evaluated regularly for effectiveness and altered as needed. The overall worth of the action steps in achieving the Goals and Objectives will be judged with the appropriate outcome data as detailed in the Strategic Plan.