

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

RALEIGH COUNTY SCHOOLS RALEIGH COUNTY SCHOOLS

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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	Principal	Lousie Maynor
	Assistant Principal	Samuel Cangemi
	Assistant Principal	John Kerzic
	Assistant Principal	Jacque McPeake
	Special Ed Dept	Ron Cantley
	Principal	Don Price
	Principal	Joe Wright
	Vocational Director	Jack Richmond
	Assistant Principal	Charles Pack
	Principal	Glenn Smith
	Principal	Bob Maynard
	Principal	Clyde Stepp
	Personnel Director	Emily Meadows
	Alternative Learning Coordinator	Jeff McClung
	Principal	Sandra Sheatsley
	Principal	Walter Peelish
	Principal	Larry Farley
	Principal	Danny Pettry
	Principal	Lori Knight
	Principal	John Greenwald
	Principal	Rosemarie Kelly
	Principal	Theresa Lewis
	Principal	Sandra Trent
	Principal	Coleen Redden
	Principal	Marsha Smith
	Principal	Gary Nichols
	Principal	Daniel Moye
	Principal	Phyllis Newcomb
	Principal	Celia Gail Mills
	Principal	Jan Lafferty
	Principal	Dorothy R. Smith
	Principal	Dreama Bell
Principal	Terry Poe	
Principal	Bob Meadows	
Principal	Alvin James	
Principal	Judy Thomas	
Superintendent	Dr. Charlotte Hutchens	
Assistant Superintendent	Dave Severt	
Assistant Superintendent	Janet Lilly	
Director of Federal Programs	Nelson Spencer	
Director of Special Education	Cindy Corley Hicks	
Test Coordinator	Sheila Lucento	
Technology Specialist	Mary Ann Foster	
Principal	Doug Bird	
Business & Community	Newspaper Reporter	Michelle James
	Magistrate	Mary Kountz Jennings
Other	Parent Educator Resource Center	Ruth Hurt
	Child Nutrition Director	Rose M. Cook
	Board Member	Pat Waddell
	Board Member	Richard Snuffer
	Board Member	Judi Almond
	Board Member	Larry Ford
Parents	Parent	Tomi Peck
	Parent	Staci Bratcher
	Parent	Leslie Baker
Service Personnel	Public Relations Coordinator	Sue Stover
	Executive Secretary	Lotus Bailes
Teachers		Barbara Williams
		Denise Abrams
		Sandra Mills
		Brenda Gray

	Janet Smith
	D. Mills Thompson
	Carol Meadows
	Jada Bradley
	Debbie Parks
	Tracy Chambers
	Timmie Korczyk
	Cheryl Osborne
	Margaret Spencer
	Gretchen Carter
Counselor	Kerry Mullins
	Tina White
	Sharon Cullop
	Kathleen McConnell
	Sandra Smith
	Ellen Pyles
Counselor	Lisa Fuson
	Robin Smith Worth
Counselor	Donna Graham
Counselor	Charles Kuhn
Academic Coach	Drexel Sammons
	Dora Leigh Deskins
Counselor	Donna Graham
Job Coordinator	Dwight Hutchinson
	Phyllis Weagel
	Melanie Daniel
	Virginia Honaker
	Linda Beaver
	Rachel Goodwin
Counselor	Kathy Zaferatos
	Carol Cooper
	Hector Sawyers
	Karen Vass
	Penny Carrico
	Teresa Martin
	Andrea Pack
Counselor	Kathy Griffith
	Vickie Aliff
	David Cole
	Melinda Wills
Counselor	Pam Nichols
Teacher	Theresa Godbey
	Rene Shiflett
Title 1 Coach	Linda Bragg
	Linda Whitman
Counselor	Deborah Lewis
Counselor	George McMurray
	Della Tolliver
	Debra Bawgus
Counselor	Pat Culicerto
	Karen Peck
	Melinda Wills
ESL Teacher	Pat Farley
	Mark Gunther
	Mary Roberts
	Linda Pannell
	Rosalie Kuhn
	Mickie R Cangemi
Counselor	Barbara Beasley
	Beth Clay
	Myrna Maynor
	Katherine Quesenberry
	Contessa Worley
	Holly McGhee
	Judith Brown

	Cindy Burdette
Counselor	Ann Kirkpatrick
	Jessica Strong
	Robin Lilly
	Karen Lilly
	Nancy Davis
Counselor	Judy Farley
	Michelle Moore
	Kara Shupe
	Pamela Moore
	Deborah Bush
	Rebecca Hendrick
	Larry Brammer
	J D Lester
	Joe McDougal
	Lorraine Minor
	Carol Foust
	Jeffrey Hayworth
	Charles Alls
	Melinda Meadows
	Wendy Hendrick
	Karen Gentry
	Sherry Dyke
	Michelle C Smith
	Angela Milam
	Cynthia Whitt
	Paula Lilly
Counselor	Debi Lewis
	Lisa DellaMea
	Vicky Curtis
	Shelley Daniel
	Wilda Cook
	Joan Fink
	Debby Alliff
	Sharon Bradley
	Wendy Sullivan
Counselor	Jane Ann Beard
	Donna Birkelbach
	Laura Fygetakes
	Mary Haynes
	Amanda N S Meadows
	Sharon England
	Susan Green
	Drema Lowe
	Kelli Watson
	Leonard Simms
	Louann Broyles
	Carolyn Turner
Counselor	Ruth Baker
	Stephanie Jarrell
	Charlotte Turner
	Belinda Davis
	Richard Good
	Drema McNeal
	Cynthia Price
	Karen Hatcher
	Elizabeth Raney
	Kelly Williams
	Archie Johnson
	Shea Lively
	Mildred Dancy
	Judy Caldwell
	Jim Goode
	Kim Campbell
Counselor	Linda Meadows

Counselor
Counselor

Holly Smith
Susan Keen
Rebecca Arkell
Fred Smith
Marie Hamrick
Debbie Snuffer
Angela Mullins

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

Raleigh County Schools will develop lifelong learners who: Respect themselves and others, Contribute to their community, and Succeed in a changing World. R-C-S=Raleigh County Schools

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Raleigh County Schools believe in: R-A-L-E-I-G-H - Responsibility, Achievement, Leadership, Excellence, Integrity, Growth, and Honesty FOR ALL STUDENTS. These personal traits will enable us to prepare for success in the 21st century.
- 2.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Ed Tech Federal	149,397.49
Rural and Low Income Schools	373,516.00
Step 7	1,174,213.00
Technology E-rate	1,029,165.40
Technology E-rate County Match	324,999.60
Technology Infrastructure	169,782.00
Technology Local Share	48,203.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	167,421.00
TFS/Elementary Technology	155,000.00
TFS/Secondary Technology	191,000.00
Title II	1,010,920.00
Title III Language Instruction LEP	3,150.00
Title IV Safe and Drug Free Carryover Budget	16,865.74
Title IV Safe and Drug Free Schools	81,143.29
Title V	16,483.00
Total	\$ 4,911,259.52

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

The student enrollment in Raleigh County has remained consistent through the last five years, only varying by <2%. In 2002, there were 11,917 students and in 2006, there were 11,703. After several years of decline, the numbers have become more stable.

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

Raleigh County student subgroup numbers have remained consistent within the student population.

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

No significant changes have been noted.

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

No significant changes have been noted.

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

No significant changes have been noted.

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?

No significant changes have been noted.

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

No significant changes have been noted.

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

No significant changes have been noted.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

On 2007 WESTEST Raleigh County did not make AYP in five subgroups. The special education subgroup at the elementary or high school level did not make AYP in mathematics or reading. The Low SES subgroup at the high school level was not met in math.

All nineteen elementary schools made AYP in both mathematics and reading in all subgroups.

Beckley Stratton Middle, Park Middle, Shady Spring Middle, and Trap Hill Middle made AYP for both mathematics and reading in all subgroups. Independence Middle did not make AYP in the special education subgroup for mathematics or reading. An appeal has been submitted to OEPA for the number counted in the special education subgroup for Independence Middle. If granted, Independence Middle will make AYP.

Independence High, Liberty High and Shady Spring High made AYP in all subgroups, mathematics and reading. Woodrow Wilson High did not make AYP in the Low SES subgroup for reading.

On the 2006 - 2007 WESTEST results some schools making AYP still have concerns.

At Beckley Elementary in reading, the Low SES subgroup made AYP by confidence interval.

At Bradley Elementary in reading, the Low SES subgroup made APY by averaging.

At Coal City Elementary in mathematics, the Low SES subgroup made AYP by averaging. In reading, the all subgroup made AYP by averaging and the Low SES subgroup made AYP by confidence interval.

At Cranberry Prosperity in mathematics, the Low SES subgroup made AYP by confidence interval. In reading, the all, the white, and the Low SES subgroups made AYP by confidence interval.

At Daniels Elementary in mathematics, the Low SES subgroup made AYP by averaging. In reading, the Low SES subgroup made AYP by confidence interval.

At Shady Spring Elementary in reading, the Low SES subgroup made AYP by confidence interval.

At Sophia-Soak Creek Elementary in mathematics, the Low SES subgroup made AYP by averaging. In reading the all, the white, and the Low SES subgroups made AYP by averaging.

At Stratton Elementary in reading, the all, the black, and the Low SES subgroups made AYP by confidence interval.

At Beckley Stratton Middle in mathematics the black, and the Low SES subgroups made AYP by confidence interval. The special education subgroup made AYP by safe harbors. In reading the black and the Low SES subgroups made AYP by confidence interval. The special education subgroup made AYP by safe harbors.

At Shady Spring Middle in mathematics the special education subgroup made AYP through safe harbors. In reading the Low SES subgroup made AYP by confidence interval and the special education subgroup made AYP through safe harbors.

At Trap Hill Middle in mathematics the special education subgroup made AYP by confidence interval. In reading the special education subgroup made AYP by safe harbors.

At Independence High in mathematics the Low SES subgroup made AYP by confidence interval. In reading Low SES subgroup made AYP by confidence interval.

At Liberty High in mathematics and reading participation rate, the Low SES subgroup made AYP by averaging. In reading achievement, the Low SES subgroup made AYP by confidence interval.

At Shady Spring High in mathematics, the Low SES subgroup made AYP by confidence interval.

WESTEST Confidential Summary Report

From the 2006 – 2007 WESTEST Confidential Summaries, a few things should be noted.

At third grade the percent of students proficient in math in the female subgroup decreased about 2.4% from 2005 – 2006 to 2006 – 2007. In reading the female subgroup decreased about 1.9%. The white subgroup decreased about 1.6 percent and the Low SES subgroup decreased about 0.5%. About 5% more students were tested in this all subgroup I 2006 – 2007.

At fourth grade the percent of students proficient in math in the black subgroup decreased about 3.4%. The female subgroup decreased about 2.5% from last year. The Low SES subgroup decreased about 5.1%. The all subgroup decreased about 3.4% and the white subgroup decreased about 3.2%. In reading the black subgroup decreased about 3.2%. The Low SES subgroup decreased about 2.9% from last year. The all subgroup decreased about 2.5% and the white subgroup decreased about 1.9%. The number of students tested differs by only 1%.

At fifth grade the percent of students proficient in math in the black subgroup increased by 2%. The female subgroup decreased by 2.8%. The male subgroup decreased by 1%. The Low SES subgroup decreased by 2.6 %. The all students subgroup decreased by 1.9%. And the white subgroup decreased by 2.7% from last year's percent proficient. In reading, the percent of students proficient in the black subgroup increased about 6.2%. The female subgroup decreased about 0.6%. The male subgroup decreased about 1.5%. The Low SES subgroup decreased about 2.9%. the all students subgroup decreased about 1.2% and the white subgroup decreased about 1%. About 5% more students tested at fifth grade this year.

At sixth grade the percent of students proficient in math in the black subgroup increased by 10.6% from last year. The female subgroup increased by 6.3%. The male subgroup decreased by 2.3%. the special education subgroup increased by 5.6%. And the all students subgroup increased by 1.7%. About 5% fewer students were tested this year. At sixth grade in reading, the black subgroup decreased by 1.6%. The female subgroup increased by 0.3%. The male subgroup decreased by 1.5%. The Low SES subgroup increased by 1.3%. The all students subgroup decreased by 1.3% and the white subgroup decreased by 1.1%. The percent of students tested decreased by about 5%.

At seventh grade the percent of students proficient in math for most subgroups had increases. The black subgroup increased by 12.7%; female subgroup increased 4.8%; male subgroup increased 1.5%; special education subgroup increased 4.4%; Low SES subgroup increased 2.5%; all students subgroup increased 3.9%; and the white subgroup increased 2%. At seventh grade in reading most subgroups had increases. The black subgroup increased 11%; female subgroup 4.6%; male subgroup 1.8%; special education subgroup 19.1%; Low SES subgroup increased 4.9%; all students subgroup increased 3.2%; and the white subgroup increased 2.4%. The percent of students tested decreased about 3.6%.

At eighth grade the percent of students proficient in math in the black subgroup decreased by 3.5% from last year. The female subgroup decreased by 3.9%. The male subgroup showed a slight increase. The special education subgroup showed a 21% increase. The Low SES subgroup decreased by 4.3%. The all students subgroup decreased by

1.7% and the white subgroup decreased by 1.5%. Most subgroups in reading decreased the percent of students proficient. The black subgroup decreased by 3.8%. The female subgroup decreased by 2.4%. The male subgroup decreased by 0.6%. The special education subgroup decreased by 4.4%. The Low SES subgroup decreased by 4.8%. The all students subgroup decreased by 1.5% and the white subgroup decreased by 1.1%. The number of students tested decreased by about 5%.

At tenth grade the percent of students proficient in math in the black subgroup decreased by 6.4%. The female subgroup increased by 3%. The male subgroup increased by 0.8%. The special education subgroup showed a slight increase. The Low SES subgroup increased by 3.2%. The all students subgroup increased about 1.8% and the white subgroup increased by about 3.4%. The number of students tested increased by about 3%. In reading the percent of students proficient in the black subgroup decreased by about 15.3%. Most other subgroups show increases. The female subgroup increased about 0.7%. The male subgroup increased about 0.5%. The special education subgroup increased about 4.3%. The Low SES subgroup increased about 5.2%. The all students subgroup showed a slight increase and the white subgroup increased about 2.1%. The number of students tested increased about 3.2%

WESTEST Confidential Item Analysis Summary

No additional concerns at this time.

WESTEST Confidential Roster Report

No additional concerns at this time.

WV Writing Assessment

On the 2007 Writing Assessment Raleigh County's average percent of students at or above mastery was above the state average at fourth, seventh, and tenth grades. At fourth grade, WV had 70% at or above mastery, Raleigh County had 78%. At seventh grade, WV had 76%, Raleigh County had 84% at or above mastery. At tenth grade WV had 87%, Raleigh County had 91% at or above mastery. Seventh grade increased by 3% of students. Tenth grade increased by 10% of students at or above mastery. Fourth grade scores decreased across the state. WV decreased by 5%, Raleigh County decreased by 6%.

In 2007, at elementary level Raleigh County had 78% of students at or above mastery. Two schools were below the state average of 70%. Daniels Elementary had 63%. Marsh Fork Elementary had 67%.

At the middle school level, Raleigh County's 2007 average was 84%. All five middle schools were above the state average of 76%.

At the high school level in 2007, Raleigh County had 91% at above mastery, 4% higher than the state average of 87%. Three high schools had averages higher than the state. Only one high school, Independence, had 87%, equal to the state average.

SAT/ACT Results

SAT takers were at 18.6% in 2003 with a mean math score of 502, verbal 517; 12.3% in 2004 with a mean math score of 484, verbal 504; 15.7% in 2005 with a mean math score of 516, verbal 532 and 11.1% in 2006 with a mean of 513. Although fewer students took SAT in 2006, the mean math score was just 3 points below the highest level. The mean verbal was also one of the higher scores for years reported.

The mean scores have generally been higher in years more students participated.

ACT takers have been at slightly above 50% since reporting began in 2003. The composite scores have continuously risen from 19.6 up to a high of 20.1 in 2006.

ACT Explore - Grade 8 Middle School

In 2006 EXPLORE, Raleigh County's mean composite was 14.7. The national mean was 14.9. This is not a significant difference.

Science was the highest mean for the county, but was 0.1 below the national. Reading was the lowest for the county but was 0.1 above the national. English was equal to the national but math was 0.6 below. This is a .5 drop below the national mean for math from 2005.

In the score quartiles for the composite, Raleigh County had 65% of students in the top two quartiles. Twenty-three percent of Raleigh County students were in the lowest quartile. This is an 2% increase in students in top two quartiles and an 8% increase in students in the lowest quartile. In English and reading, 61% of students were in the top two quartiles; with 16% and 18%, respectively, in the lowest quartile. In math, on 54% of students were in the top two quartiles and 26% were in the lowest quartile.

The EXPLORE results indicate a need for more emphasis on math at the middle school level.

ACT Plan - Grade 10 High School

On the 2006 PLAN, Raleigh County students had an mean composite score of 16.7, compared with a 17.5 national score.

In English, Raleigh was 16.1, national 16.9 (-.8). On Math, Raleigh was 16.2, national was 17.4 (-1.2). On Reading, Raleigh was 16.4, national 16.9 (-.5). On Science, Raleigh was 17.5 national was 18.2 (-.7). PLAN scores indicate math as the greatest need.

AP Testing Report/AP Rate

Raleigh County has shown some increase in the percent of students taking AP exams. In 2006, 20.8% of eleventh grade students took AP exams. In 2006, 17.4% of twelfth grade students took AP exams. Of the eleventh graders, 30% had scores of 3 or higher. Of the twelfth graders, 62.1% had scores of 3 or higher. As more students take the AP exams, fewer score in the higher ranges, but twelfth graders appear to be closing the gap.

End of Course Testing Report for Career and Technical Education

No additional concerns at this time.

Informal Reading Assessment

Raleigh County plans to discontinue the Informal Reading Assessment. In school year 2007-2008, all K-3 students will be benchmarked and progress monitored by DIBELS assessment.

Informal Math Assessment

Elementary schools are coordinating analysis of informal math with WESTEST analysis.

Formative and Benchmark Assessments

All elementary K-3 students will be assessed through DIBELS for reading assessment. A county wide initiative is being explored for all grades in reading and math benchmarking and progress monitoring.

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

Students enrolling for the first time are questioned about their language. If the student has a native language other than English, the school contacts the Title III Director to administer the Woodcock-Munoz to determine the student's fluency level.

Students at Level 1 - Negligible will be eligible for services from the LEP instructor up to 4 times per week.

Students at Level 2 - Very Limited will be eligible for services from the LEP instructor up to 3 times per week.

Students at Level 3 - Limited will be eligible for services from the LEP instructor up to 2 times per week.

Students at Level 4 - Average will be eligible for services from the LEP instructor up to 1 time per week.

The LEP Instructor providing services will consult with classroom teachers regarding sheltering of instruction in the regular classrooms.

When WESTELL and/or WESTEST scores become available, the Levels will be revised for each student.

At present 1 of 4 high schools (25%) has LEP students (fewer than 5 at any time), 1 of 5 middle schools (20%) has LEP students (fewer than 3 at any time) and 8 of 19 elementary schools (42%) have LEP students (4 or fewer each).

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

Nineteen students participated in the 2007 administration of the WESTELL. Fourteen were elementary and five were secondary.

From the 2007 WESTELL results of the fourteen elementary students, in comprehension, one was at level 1 (negligible). This student is now participating the Alternate Performance Task Assessment. Four students were at level 2 (very limited), two were at level 3 (limited) and two were at level 4 (average), and five were at level five (fluent). Only seven of these were tested in 2006. Three increased by 1 level. Four remained at the same level. No one decreased in comprehension. On the composite score, of the fourteen students, one was at level 1, five were at level 2, two were at level 3, and six were at level 4. Of the seven students tested for 2

years, two increased in levels (one by one level and one by two levels). Five students remained at the same level. No one decreased in composite.

Five secondary school students tested, with one at level 2 (very limited) in both comprehension and composite; one was at level 3 (limited) in both comprehension and composite; one was at level 4 in both comprehension and composite; one at level 5 in comprehension and 4 in composite; and one was at level 4 in comprehension and 3 in composite. Of these five, two took the WESTELL in 2006. One remained the same (level 4 in both), one remained level 4 in comprehension decreased in composite from 4 to 3.

With only 19 LEP students of more than 6000 WESTEST students in 2007, the percents are negligible.

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

Ten LEP students at WESTEST grades tested participated in WESTEST, 2007. There were eleven students in WESTEST grades, however one student received a medically fragile exemption.

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

Of the ten students who participated in both WESTELL and WESTEST, one scored at novice level in reading. He was a first year student. One student scored at partial mastery; six scored at mastery; and two scored at above mastery. This would be 80% of students at or above mastery on WESTEST.

PRIORITIES

1.

Raleigh County's first priority for 2007-2008 is the implementation of the 3 tiered reading model in all elementary schools, grades K-3. Benchmarking and progress monitoring will be used to determine the success of interventions identified through DIBELS.

2.

Tests other than WESTEST indicate a great need for emphasis on math, particularly at the middle and high schools in every subgroup.

3.

Special education subgroups at all three levels continue to need additional emphasis in reading/language arts and mathematics.

4.

Although 2007 data is not available, the number of students on home / hospital instruction and having medical emergencies or medically fragile conditions indicate a need for continued emphasis on participation rate for all subgroups.

5.

C. OTHER STUDENT OUTCOMES ANALYSIS

Attendance Report (by subgroup if available)

Attendance in Raleigh County schools has shown a steady increase from 93.4% in 2001-02 to 96.8% in 2005 - 2006

Discipline Referral Report

1. The number of out of school suspensions at Levels 1& 2, disproportionate number of African Americans being suspended. 2. These two areas are being addressed

Dropout Rates/Graduation Rates (by subgroup if available)

Raleigh County had dropout rates of 2.2 in 2001-02, 2.1 in 2002-03, 3.0 in 2003-04, 3.2 in 2004-05 and 2.8 in 2006.

The graduation rate was 83.2% in 2002, 86.7% in 2003, 88.6% in 2004, 87.0% in 2005 and 84.5% in 2006.

All subgroups were above 80% in 2006.

College Enrollment Rate

Of 2005 graduates, Raleigh County had 49% enroll in college.

Of the high schools, the percent ranged from 32% to 58%.

College Developmental Course Rate

Of the 321 graduates enrolling in college in 2003, 27% had to take developmental courses in math and 16% in English. The total taking developmental courses was 30%. In 2006 the percent of students in developmental math was 27%; developmental English was 16%

PRIDE Survey

Pride survey will be administered 2007-2008 school term

CIMP Self Assessment

A review of Raleigh County School's *Continuous Improvement and Focused Monitoring Process* indicates the following results:

30 Compliant Indicators

0 Needs Improvement Indicators

7 Noncompliant Indicators

Non Compliant Indicators

Under *Cluster Area I: General Supervision*, RCS continues to have 2 non-compliant indicators regarding highly qualified personnel and referral timelines.

Highly Qualified Personnel, a comparison between last year's data and this year's data indicates an improvement from 112 teachers considered HQ to 141 considered HQ. Although there has been definite improvement in this indicator, RCS failed to meet the required target of 100%. RCS will continue to provide extensive training, tuition reimbursement, and co-teaching assignments to correct the HQ problem.

Evaluation Timelines, a comparison between last year's data and this year's data indicates an improvement from 90% of initial referrals completed within timelines to 93%. Re-evaluations also improved from 85% to 94% completed within timelines. Although there has been a significant improvement between the two years, RCS failed to meet the required 100% target. RCS will continue to monitor timeline information closely and provide more extensive training to individual school assistance teams.

The remaining 5 non-complaint indicators are found in *Cluster Area IV: FAPE in the LRE*.

Graduation Rate, The state requires a minimum of 80% of students with disabilities will graduate with a regular diploma. The rate of students with disabilities graduating from RCS decreased from 80.74% from last year's CIMP data to 70.18% indicated on this year's CIMP data. Preliminary information just released from the OSE regarding this indicator provides the following information for the 06-07 school year, the required state target has been set at 75.80% and RCS data indicated 67.48% of students with disabilities graduated with regular diploma.

Disproportionality of Students Suspended/Removed, RCS was notified by the WVDE, OSE on April, 07 that based on 05-06 suspension data for students with disabilities, a relative difference of 295 had been calculated specific to disciplinary actions, including suspensions and expulsions. A relative difference of 295 exceeds the State's criteria for significant disproportionality. The state average was 203. Therefore, the district must reserve 15% of its FY-08 federal Part B school age entitlement funds for the purpose of providing coordinated early intervening services to students in the district, particularly general education students in groups that are vulnerable to being significantly disproportionate. Action steps have been included in the work plan.

AYP data - Students with Disabilities will make Continous Progress, Although RCS did not make AYP county wide for students with disabilities, Independence Middle and Trap Hill Middle made AYP due to safe harbors provision. A closer analysis of individual school data clearly indicates that many schools are making significant progress in the special education subgroup. RCS continues to work on several major initiatives designed to increase achievement for students with disabilities, i.e. 3 Tiered Reading Model, appropriate co-teaching methodologies at the secondary schools, and the increased use of technology designed to enhance and increase access to good general education instruction for SWD.

Students ages 3-5 in Early Childhood Settings, Data indicates that RCS has continued to decrease as opposed to increase more inclusive settings for students ages 3-5. Data indicates a decrease from the previous year's CIMP data of 49.59% to 44.35%. Preliminary information just released (April 07) from the WVDE, OSE indicates that based on 06-07 school year data, RCS increased inclusive settings for students ages 3-5 to 62.50%.

Students ages 3-5 in Early Childhood Special Education Settings, A comparison of the previous 2 years of CIMP data indicate that Raleigh County has continued to increase special education settings as opposed to inclusive settings with non-handicapped students. Although the recently relased data (06-07) from the WVDE, OSE indicates that since RCS has increased inclusive settings to 62.50% the special education settings would therefore have had to decrease for the 06-07 school year.

Special Education Data Profiles

Based on information provided in the special education data profiles, concerns have been indicated in the CIMP self assessment section located above.

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

There are currently 13 Limited English Proficient students enrolled. This is well under 1% of the students.

LEP - What are the major language groups?

The languages are Spanish, Chinese Cantonese, Chinese Mandarin, and other including some Arabic and Indian languages.

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

No immigrant students are currently enrolled.

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

No migrant students are currently enrolled.

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

Ten schools have Limited English Proficient students enrolled, approximately 36% of schools. Of these eight are elementary, one is a middle school and one is a high school. No school has more than four students at this time.

PRIORITIES

1.

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

Given the achievement levels of students in the mathematics subgroup, Independence High School and Raleigh County must implement high yield instructional practices and programs that will improve students' achievement. Raleigh County must actively pursue assistance from RESA I, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

Monitoring Reports (Special Education and NCLB)

The last monitoring of Raleigh County Schools, Special Education Department occurred during the week of March 25-29, 2002. The RCS, Special Education Department was required to submit final documentation regarding corrective activities outlined in the June 26, 2002 monitoring report. On August 8, 2002 the Office of Special Education (OSE) reviewed the final documentation submitted by the district and reported full approval with case closed.

Highly Qualified Personnel Report

Raleigh County does not have 100% highly qualified instructors in all core classes. The updated calculations have not been received for the 06-07 school year.

Digital Divide Report (Technology)

One of the major concerns is the type of updated equipment in the schools. This is an on-going area for improvement. The belief is that with more modern computers and infrastructure, increased use of computers will follow. There will be an analysis of the current infrastructure of all schools and upgrades will be made in 3 phases. The first phase will be completed for all schools this year. Woodrow Wilson and Shady Spring High will have all 3 phases completed this year.

PRIORITIES

1.

Raleigh county schools does not have 100% of core class instructors highly qualified.

2. To improve student - computer ratio

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All Students in Raleigh County Schools Will Meet or Exceed Academic Proficiency.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	To increase the percent of students at mastery in reading achievement for the all subgroup in elementary schools by 2.5%.	Elementary reading All	75.00	90.00
1.2	To increase the percent of students at mastery in reading achievement for the all subgroup in middle schools by 2.1%.	Middle reading All	79.00	91.60
1.3	To increase the percent of students at mastery in reading achievement for the all subgroup in high schools by 2.6%.	High reading All	74.00	89.60
1.4	To increase the percent of students at mastery in reading achievement for the black subgroup in elementary schools by 3.9%.	Elementary reading Black	61.00	84.40
1.5	To increase the percent of students at mastery in reading achievement for the black subgroup in middle schools by 3.9%.	Middle reading Black	61.00	84.40
1.6	To increase the percent of students at mastery in reading achievement for the black subgroup in high schools by 4.4%.	High reading Black	56.00	82.40
1.7	To increase the percent of students at mastery in reading achievement for the economically disadvantaged subgroup in elementary schools by 3.3%.	Elementary reading SES	67.00	86.80
1.8	To increase the percent of students at mastery in reading achievement for the economically disadvantaged subgroup in middle schools by 2.9%.	Middle reading SES	71.00	88.40
1.9	To increase the percent of students at mastery in reading achievement for the economically disadvantaged subgroup in high schools by 3.8%.	High reading SES	62.00	84.80
1.10	To increase the percent of students at mastery in reading achievement for the special education subgroup in elementary schools by 6.6%.	Elementary reading SpEd	34.00	73.60
1.11	To increase the percent of students at mastery in reading achievement for the special education subgroup in middle schools by 7.5%.	Middle reading SpEd	25.00	70.00
1.12	To increase the percent of students at mastery in reading achievement for the special education subgroup in high schools by 9%.	High reading SpEd	10.00	64.00
1.13	To increase the percent of students at mastery in mathematics achievement for the all subgroup in elementary schools by 2.6%.	Elementary math All	74.00	89.60
1.14	To increase the percent of students at mastery in mathematics achievement for the all subgroup in middle schools by 3.3%.	Middle math All	67.00	86.80
1.15	To increase the percent of students at mastery in mathematics achievement for the all subgroup in high schools by 4.5%.	High math All	55.00	82.00
1.16	To increase the percent of students at mastery in mathematics achievement for the black subgroup in middle schools by 5%.	Middle math Black	50.00	80.00
1.17	To increase the percent of students at mastery in mathematics achievement for the black subgroup in high schools by 6.4%.	High math Black	36.00	74.40
1.18	To increase the percent of students at mastery in mathematics achievement for the economically disadvantaged subgroup in middle schools by 4.3%.	Middle math SES	57.00	82.80
1.19	To increase the percent of students at mastery in mathematics achievement for the economically disadvantaged subgroup in high schools by 5.8%.	High math SES	42.00	76.80
1.20	To increase the percent of students at mastery in mathematics achievement for		44.00	77.60

	the special education subgroup in elementary schools by 5.6%.	Elementary math SpEd		
1.21	To increase the percent of students at mastery in mathematics achievement for the special education subgroup in middle schools by 8.3%.	Middle math SpEd	17.00	66.80
1.22	To increase the percent of students at mastery in mathematics achievement for the special education subgroup in high schools by 8.8%.	High math SpEd	12.00	64.80
1.23	To increase student attendance rate by 0.1% annually.	Attendance Rate	93.00	93.40
1.24	To increase graduation rate by 0.1% annually.	Graduation Rate	88.60	89.00
1.25	One Hundred Percent (100%) of students will participate in WESTEST or Alternate Performance Task Assessment (APTA).	Participation Rate	99.60	100.00
1.26	All teachers will meet the highly qualified standard by 2007.	Highly Qualified	96.00	100.00
1.27	Each Limited English Proficient student will increase one level on the WESTELL.	LEP students will make progress	0.00	0.00
1.28	All LEP students will become proficient in English.	LEP students will be proficient	64.00	86.25
1.29	All teachers and administrators will receive high quality professional development.	Professional Development	0.00	100.00

Goal 2: Raleigh County Schools will provide a safe and orderly environment

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To reduce the number of violence and or weapons incidents in or on school grounds at the middle and high school levels by 2% annually	Violence	0.00	634.00
2.2	To reduce the number of alcohol, tobacco an or drug policy violations on school grounds in the middle and high schools by 2% annually	ATOD	0.00	105.00
2.3	To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 5%	Bullyng	0.00	0.00
2.4	To increase the identification and involvement of students to the Student Assistance Team by 5%	Student Assistance Team	0.00	0.00
2.5	To decrease the number of out of school suspension by 2%	Disproportionality of Suspensions	0.00	0.00
2.6			0.00	0.00
2.7			0.00	0.00
2.8			0.00	0.00

Goal 3: Students will use technology to improve academic achievement.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	The county will upgrade the infrastructure of all 29 schools in 3 phases over a period of 3 years.	Technology infrastructure	0.50	100.00
3.2	The county will provide ongoing technology training for teachers focusing on technology integration by training 20% more teachers annually.	Technology Training	0.50	100.00
3.3	The county will provide improved communication among school, home, and community using technology by the effective use of Edline in additional 25% of the schools each year.	Technology communication	0.25	100.00
3.4	The county will provide curriculum software and Internet resource to enhance and improve student achievement by increasing access and use of the computers by 10% annually..	Technology integration	50.00	0.80

Goal 4:

Objective	Objective Short Name	Baseline	5-year Target
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Goal 5:

Objective	Objective Short Name	Baseline	5-year Target
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Goal 6:

Objective	Objective Short Name	Baseline	5-year Target
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Goal 1: All Students in Raleigh County Schools Will Meet or Exceed Academic Proficiency.

Objective 1.1 To increase the percent of students at mastery in reading achievement for the all subgroup in elementary schools by 2.5%.

As measured by:
WESTEST

Baseline Data		75.00	
	Targets		Actual
2005-2006	80.00	2005-2006	81.50
2006-2007	82.50	2006-2007	80.60
2007-2008	85.00	2007-2008	N/A
2008-2009	87.50	2008-2009	N/A
2009-2010	90.00	2009-2010	N/A

Objective 1.2 To increase the percent of students at mastery in reading achievement for the all subgroup in middle schools by 2.1%.

As measured by:
WESTEST

Baseline Data		79.00	
	Targets		Actual
2005-2006	83.20	2005-2006	83.30
2006-2007	85.30	2006-2007	83.20
2007-2008	87.40	2007-2008	N/A
2008-2009	89.50	2008-2009	N/A
2009-2010	91.60	2009-2010	N/A

Objective 1.3 To increase the percent of students at mastery in reading achievement for the all subgroup in high schools by 2.6%.

As measured by:
WESTEST

Baseline Data		74.00	
	Targets		Actual
2005-2006	79.20	2005-2006	77.20
2006-2007	81.80	2006-2007	77.30
2007-2008	84.40	2007-2008	N/A
2008-2009	87.00	2008-2009	N/A
2009-2010	89.60	2009-2010	N/A

Objective 1.4 To increase the percent of students at mastery in reading achievement for the black subgroup in elementary schools by 3.9%.

As measured by:
WESTEST

Baseline Data		61.00	
	Targets		Actual
2005-2006	68.80	2005-2006	74.40
2006-2007	72.70	2006-2007	74.60
2007-2008	76.60	2007-2008	N/A
2008-2009	80.50	2008-2009	N/A
2009-2010	84.40	2009-2010	N/A

Objective 1.5 To increase the percent of students at mastery in reading achievement for the black subgroup in middle schools by 3.9%.

As measured by:
WESTEST

Baseline Data		61.00	
	Targets		Actual
2005-2006	68.80	2005-2006	74.00
2006-2007	72.70	2006-2007	75.20
2007-2008	76.60	2007-2008	N/A
2008-2009	80.50	2008-2009	N/A
2009-2010	84.40	2009-2010	N/A

Objective 1.6 To increase the percent of students at mastery in reading achievement for the black subgroup in high schools by 4.4%.

As measured by:
WESTEST

Baseline Data		56.00	
	Targets		Actual
2005-2006	64.80	2005-2006	75.30
2006-2007	69.20	2006-2007	59.70
2007-2008	73.60	2007-2008	N/A
2008-2009	78.00	2008-2009	N/A
2009-2010	82.40	2009-2010	N/A

Objective 1.7 To increase the percent of students at mastery in reading achievement for the economically disadvantaged subgroup in elementary schools by 3.3%.

As measured by:
WESTEST

Baseline Data		67.00	
	Targets		Actual
2005-2006	73.60	2005-2006	75.80
2006-2007	76.90	2006-2007	73.80
2007-2008	80.20	2007-2008	N/A
2008-2009	83.50	2008-2009	N/A
2009-2010	86.80	2009-2010	N/A

Objective 1.8 To increase the percent of students at mastery in reading achievement for the economically disadvantaged subgroup in middle schools by 2.9%.

As measured by:
WESTEST

Baseline Data		71.00	
	Targets		Actual
2005-2006	76.80	2005-2006	76.60
2006-2007	79.70	2006-2007	76.70
2007-2008	82.60	2007-2008	N/A
2008-2009	85.50	2008-2009	N/A
2009-2010	88.40	2009-2010	N/A

Objective 1.9 To increase the percent of students at mastery in reading achievement for the economically disadvantaged subgroup in high schools by 3.8%.

As measured by:
WESTEST

Baseline Data		62.00	
	Targets		Actual
2005-2006	69.60	2005-2006	63.50
2006-2007	73.40	2006-2007	68.80
2007-2008	77.20	2007-2008	N/A
2008-2009	81.00	2008-2009	N/A
2009-2010	84.80	2009-2010	N/A

Objective 1.10 To increase the percent of students at mastery in reading achievement for the special education subgroup in elementary schools by 6.6%.

As measured by:
WESTEST

Baseline Data		34.00	
	Targets		Actual
2005-2006	47.20	2005-2006	41.40
2006-2007	53.80	2006-2007	39.90
2007-2008	60.40	2007-2008	N/A
2008-2009	67.00	2008-2009	N/A
2009-2010	73.60	2009-2010	N/A

Objective 1.11 To increase the percent of students at mastery in reading achievement for the special education subgroup in middle schools by 7.5%.

As measured by:
WESTEST

Baseline Data		25.00	
	Targets		Actual
2005-2006	40.00	2005-2006	31.20
2006-2007	47.50	2006-2007	38.60
2007-2008	55.00	2007-2008	N/A
2008-2009	62.50	2008-2009	N/A
2009-2010	70.00	2009-2010	N/A

Objective 1.12 To increase the percent of students at mastery in reading achievement for the special education subgroup in high schools by 9%.

As measured by:
WESTEST

Baseline Data		10.00	
	Targets		Actual
2005-2006	28.00	2005-2006	13.30
2006-2007	37.00	2006-2007	19.50
2007-2008	46.00	2007-2008	N/A
2008-2009	55.00	2008-2009	N/A
2009-2010	64.00	2009-2010	N/A

Objective 1.13 To increase the percent of students at mastery in mathematics achievement for the all subgroup in elementary schools by 2.6%.

As measured by:
WESTEST

Baseline Data		74.00	
	Targets		Actual

2005-2006	79.20	2005-2006	83.90
2006-2007	81.80	2006-2007	82.50
2007-2008	84.40	2007-2008	N/A
2008-2009	87.00	2008-2009	N/A
2009-2010	89.60	2009-2010	N/A

Objective 1.14 To increase the percent of students at mastery in mathematics achievement for the all subgroup in middle schools by 3.3%.

As measured by:
WESTEST

Baseline Data			67.00
	Targets		Actual
	2005-2006	73.60	2005-2006 76.70
	2006-2007	76.90	2006-2007 77.60
	2007-2008	80.20	2007-2008 N/A
	2008-2009	83.50	2008-2009 N/A
	2009-2010	86.80	2009-2010 N/A

Objective 1.15 To increase the percent of students at mastery in mathematics achievement for the all subgroup in high schools by 4.5%.

As measured by:
WESTEST

Baseline Data			55.00
	Targets		Actual
	2005-2006	64.00	2005-2006 66.50
	2006-2007	68.50	2006-2007 68.20
	2007-2008	73.00	2007-2008 N/A
	2008-2009	77.50	2008-2009 N/A
	2009-2010	82.00	2009-2010 N/A

Objective 1.16 To increase the percent of students at mastery in mathematics achievement for the black subgroup in middle schools by 5%.

As measured by:
WESTEST

Baseline Data			50.00
	Targets		Actual
	2005-2006	60.00	2005-2006 62.60
	2006-2007	65.00	2006-2007 68.10
	2007-2008	70.00	2007-2008 N/A
	2008-2009	75.00	2008-2009 N/A
	2009-2010	80.00	2009-2010 N/A

Objective 1.17 To increase the percent of students at mastery in mathematics achievement for the black subgroup in high schools by 6.4%.

As measured by:
WESTEST

Baseline Data			36.00
	Targets		Actual
	2005-2006	48.80	2005-2006 57.50
	2006-2007	55.20	2006-2007 51.90
	2007-2008	61.60	2007-2008 N/A
	2008-2009	68.00	2008-2009 N/A
	2009-2010	74.40	2009-2010 N/A

Objective 1.18 To increase the percent of students at mastery in mathematics achievement for the economically disadvantaged subgroup in middle schools by 4.3%.

As measured by:
WESTEST

Baseline Data			57.00
	Targets		Actual
	2005-2006	65.60	2005-2006 69.30
	2006-2007	69.90	2006-2007 70.40
	2007-2008	74.20	2007-2008 N/A
	2008-2009	78.50	2008-2009 N/A
	2009-2010	82.80	2009-2010 N/A

Objective 1.19 To increase the percent of students at mastery in mathematics achievement for the economically disadvantaged subgroup in high schools by 5.8%.

As measured by:
WESTEST

Baseline Data			42.00
	Targets		Actual
	2005-2006	53.60	2005-2006 54.50
	2006-2007	59.40	2006-2007 58.00
	2007-2008	65.20	2007-2008 N/A

2008-2009	71.00	2008-2009	N/A
2009-2010	76.80	2009-2010	N/A

Objective 1.20 To increase the percent of students at mastery in mathematics achievement for the special education subgroup in elementary schools by 5.6%.

As measured by:
WESTEST

Baseline Data			44.00
	Targets		Actual
	2005-2006	55.20	2005-2006 51.70
	2006-2007	60.80	2006-2007 52.70
	2007-2008	66.40	2007-2008 N/A
	2008-2009	72.00	2008-2009 N/A
	2009-2010	77.60	2009-2010 N/A

Objective 1.21 To increase the percent of students at mastery in mathematics achievement for the special education subgroup in middle schools by 8.3%.

As measured by:
WESTEST

Baseline Data			17.00
	Targets		Actual
	2005-2006	33.60	2005-2006 31.80
	2006-2007	41.90	2006-2007 42.70
	2007-2008	50.20	2007-2008 N/A
	2008-2009	58.50	2008-2009 N/A
	2009-2010	66.80	2009-2010 N/A

Objective 1.22 To increase the percent of students at mastery in mathematics achievement for the special education subgroup in high schools by 8.8%.

As measured by:
WESTEST

Baseline Data			12.00
	Targets		Actual
	2005-2006	29.60	2005-2006 14.80
	2006-2007	38.40	2006-2007 14.60
	2007-2008	47.20	2007-2008 N/A
	2008-2009	56.00	2008-2009 N/A
	2009-2010	64.80	2009-2010 N/A

Objective 1.23 To increase student attendance rate by 0.1% annually.

As measured by:
WVEIS Attendance Report

Baseline Data			93.00
	Targets		Actual
	2005-2006	93.00	2005-2006 0.00
	2006-2007	93.10	2006-2007 96.80
	2007-2008	93.20	2007-2008 N/A
	2008-2009	93.30	2008-2009 N/A
	2009-2010	93.40	2009-2010 N/A

Objective 1.24 To increase graduation rate by 0.1% annually.

As measured by:
OEPA, NCLB Graduation Rates

Baseline Data			88.60
	Targets		Actual
	2005-2006	88.60	2005-2006 0.00
	2006-2007	88.70	2006-2007 87.20
	2007-2008	88.80	2007-2008 N/A
	2008-2009	88.90	2008-2009 N/A
	2009-2010	89.00	2009-2010 N/A

Objective 1.25 One Hundred Percent (100%) of students will participate in WESTEST or Alternate Performance Task Assessment (APTA).

As measured by:
WESTEST Participation Rate

Baseline Data			99.60
	Targets		Actual
	2005-2006	100.00	2005-2006 99.00
	2006-2007	100.00	2006-2007 99.40
	2007-2008	100.00	2007-2008 N/A
	2008-2009	100.00	2008-2009 N/A
	2009-2010	100.00	2009-2010 N/A

Objective 1.26 All teachers will meet the highly qualified standard by 2007.

As measured by:

NCLB Highly Qualified Report

Baseline Data		Actual	
Targets			
2005-2006	100.00	2005-2006	93.10
2006-2007	100.00	2006-2007	0.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.27 Each Limited English Proficient student will increase one level on the WESTELL.

As measured by:
WESTELL Results

Baseline Data		Actual	
Targets			
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	62.50
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 1.28 All LEP students will become proficient in English.

As measured by:
WESTELL Results

Baseline Data		Actual	
Targets			
2005-2006	71.00	2005-2006	0.00
2006-2007	78.00	2006-2007	80.00
2007-2008	80.75	2007-2008	N/A
2008-2009	83.50	2008-2009	N/A
2009-2010	86.25	2009-2010	N/A

Objective 1.29 All teachers and administrators will receive high quality professional development.

As measured by:
Data kept on number of teachers meeting the requirement for 18 hours of professional development yearly.

Baseline Data		Actual	
Targets			
2005-2006	0.00	2005-2006	98.80
2006-2007	100.00	2006-2007	100.00
2007-2008	100.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Goal 2: Raleigh County Schools will provide a safe and orderly environment

Objective 2.1 To reduce the number of violence and or weapons incidents in or on school grounds at the middle and high school levels by 2% annually

As measured by:
WVEIS

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	687.00
2006-2007	673.00	2006-2007	620.00
2007-2008	660.00	2007-2008	N/A
2008-2009	647.00	2008-2009	N/A
2009-2010	634.00	2009-2010	N/A

Objective 2.2 To reduce the number of alcohol, tobacco an or drug policy violations on school grounds in the middle and high schools by 2% annually

As measured by:
WVEIS

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	113.00
2006-2007	111.00	2006-2007	81.00
2007-2008	109.00	2007-2008	N/A
2008-2009	107.00	2008-2009	N/A
2009-2010	105.00	2009-2010	N/A

Objective 2.3 To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 5%

As measured by:
WVEIS

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	137.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 2.4 To increase the identification and involvement of students to the Student Assistance Team by 5%

As measured by:
Student Assistance Team Logs

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

Objective 2.5 To decrease the number of out of school suspension by 2%

As measured by:
WVEIS

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	96.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 2.6

As measured by:
Baseline Data

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

Objective 2.7

	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
Objective 2.8			

	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 3: Students will use technology to improve academic achievement.

Objective 3.1 The county will upgrade the infrastructure of all 29 schools in 3 phases over a period of 3 years.

As measured by:
Digital Divide Report

Baseline Data		0.50	
Targets		Actual	
2005-2006	0.50	2005-2006	0.50
2006-2007	0.70	2006-2007	0.85
2007-2008	0.33	2007-2008	N/A
2008-2009	0.66	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.2 The county will provide ongoing technology training for teachers focusing on technology integration by training 20% more teachers annually.

As measured by:
Digital Divide Report

Baseline Data		0.50	
Targets		Actual	
2005-2006	0.50	2005-2006	0.50
2006-2007	0.70	2006-2007	0.70
2007-2008	0.80	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.3 The county will provide improved communication among school, home, and community using technology by the effective use of Edline in additional 25% of the schools each year.

As measured by:
Edline data and Digital Divide

Baseline Data		0.25	
Targets		Actual	
2005-2006	0.25	2005-2006	0.25
2006-2007	0.50	2006-2007	0.30
2007-2008	0.70	2007-2008	N/A
2008-2009	0.90	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 3.4 The county will provide curriculum software and Internet resource to enhance and improve student achievement by increasing access and use of the computers by 10% annually..

As measured by:
WESTEST, Writing Assessment, ACT, ACT EXPLORE, ACT PLAN, IRA, IMA, WESTELL, AP EXAMS, WORK KEYS, CTE End of Course Exams

Baseline Data		50.00	
Targets		Actual	
2005-2006	0.50	2005-2006	0.50
2006-2007	0.60	2006-2007	0.60
2007-2008	0.70	2007-2008	N/A
2008-2009	0.75	2008-2009	N/A
2009-2010	0.80	2009-2010	N/A

Goal 4:

Goal 5:

Goal 6:

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>Use of Data to Target Improvement Efforts</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. (<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 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>Differentiated Instruction</p>	<p>"Darisse points out that Pelletier's unit worked well both for the kids who in other schools might be tracked into gifted and talented programs and for those who might be tracked into so-called remedial programs. 'If you individualize, everyone works at their own level,' says Darisse.</p> <p>Davis, Gayle A. and Jackson, Anthony, "Turning Points: A Decade Later", http://middleweb.com/MWLresources/tp2000excrpt.html</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>Tonlinson, 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>"Teachers select appropriate methods of instruction to enhance second-language acquisition, literacy development and content-area knowledge." /></p> <p>Teachers analyze and select literacy texts for instruction and independent reading based on learners' ability to handle the challenges of the text."</p>

	<p>Mora, Jill Kerper, Ed.D, "Biliteracy Research and Instructional Practices", http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyHmPg.htm, San Diego State University.</p>
<p>Rigorous Performance in Core Subjects</p>	<p>Core academic subjects remain the foundation of a good education. This is as true today as it was 100 years ago. In the words of noted educator Jerome Bruner, learning core subjects makes it possible for students "to participate in the process that makes possible the establishment of knowledge...and to take part in the process of knowledge-getting." No Child Left Behind identifies the core subjects as English, reading or language arts, math science, foreign languages, civics, government, economics, arts, history and geography. Several studies have shown that instruction in the core curriculum at the earliest level is important, as exposure to the subjects at the elementary level is related to courses students take at the secondary level, according to the National Center for Education Statistics at the U.S. Department of education. The more rigor the content taught early on, the more they learn and the better they perform on later achievement tests. www.21STCENTURYSKILLS.ORG</p>

Technology Plan

Submitted by - maf74001 2007-11-27 11:21:59.0

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

One of the major concerns is the type of updated equipment in the schools. This is an on-going area for improvement. The belief is that with more modern computers and infrastructure, increased use of computers will follow. There will be an analysis of the current infrastructure of all schools and upgrades will be made in 3 phases. The first phase will be completed for all schools this year. Woodrow Wilson and Shady Spring High will have all 3 phases completed this year.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology infrastructure ,Technology Training ,Technology communication ,Technology integration

Associated High Yield Strategies None

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

- 01 - Laptops, data projectors, document cameras, and mobile presenters will be placed in all schools.
- 02 - The county will allocate 40% of the technology budget to provide and upgrade hardware and Internet connectivity as needed for all schools in order to enhance instruction and improve student achievement.
- 03 - The county will add a 100 MB/S circuit from Raleigh County to Charleston.
- 04 - The county will provide 1 GB connectivity for up to 33 buildings.
- 05 - The county will provide Internet access via Suddenlink for up to 33 buildings.
- 06 - The County will upgrade the infrastructure through 3 phases. All 29 schools will complete Phse 1 and Woodrow Wilson and Shady Spring High will complete all 3 phases.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Raleigh County schools	Persons Responsible Technology Coordinator/building tech committees/teachers/principals	Target Audience All schools
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Federal Compliances Title V 01. Technology activities related to school-based reform, 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 Technology

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

Action Step TECH 02 The county will focus on using technology to improve achievement of all students with special emphasis on high need and high poverty students

- 01 - A full-time Technology Integration Specialist will be placed at Liberty High School as part of the the EETT Round 5 grant for the 2007/2008 school year.
- 02 - All schools will receive two sets of student responders for benchmarking
- 03 - Students will use curriculum software that is aligned to the content standards, School Kit instructional modules that are aligned to the CSO's and Internet resources that enhance learning and improve student achievement.
- 04 - Students will use Compass Learning software lessons that are aligned to the reading and math CSO's.
- 05 - Students will have access to an ACT online prep website.
- 06 - Teachers will use standards-based online lesson plans.
- 07 - Selected students will use Read 180 software to help with reading deficiencies.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To 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.	Persons Responsible Technology Coordinator/building tech committees/teachers/principals	Target Audience All schools
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

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

Plan Section Technology

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

Action Step TECH 03 The County will upgrade the infrastructure in all 29 schools in 3 phases. All 29 schools will have Phase 1 completed this year. Shady Spring High and Woodrow Wilson High will have all 3 phases completed this year.

Projected Begin Date February 1, 2008	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the infrasture and have consistency among all school networks.	Persons Responsible Mary Ann Foster Charlotte Hutchens	Target Audience Beckley Elem. Beckley-Stratton Middle Bradley Elem Clear Fork Elem Coal City Elem Crab Orchard Elem Cranberr-Prosperity Elem Crescent Elem Daniels Elem Fairdale Elem Ghent Elem Hollywood Elem Independence High Independence Middle Lester Elem Liberty High Mabscott Elem Marsh Fork Elem Park Middle Shady Spring Middle Shady Spring Elem Shady Spring High Sophia Soak Creek Elem Stanaford Elem Stratton Elem Trap Hill Middle Woodrow Wilson
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Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

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

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

- 01 - All schools will obtain parental consent on AUP's.
- 02 - Email will be used as a major form of communication among county and school staff and parents.
- 03 - Students will use the Internet for research.
- 04 - Students will utilize browser based career explorer software.
- 05 - Teachers will use SAS Curriculum Pathways to enhance teacher effectiveness.
- 06 - The county will provide contracts and renewals of cellular service for all principals.
- 08 - To continue to provide webpage assistance to the schools.
- 09 - The county will purchase T-1 data line monthly costs for all the schools.
- 10 - The county will provide phone service to the schools.
- 11 - The county will add an additional T-1 line at all 29 schools.
- 12 - The county will purchase web hosting through edline with erate funds.
- 13 - The County will apply for erate discounts for the 90% schools in order to upgrade their infrastructure and to standardize cabling in all of the elementary schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Persons Responsible Technology Coordinator/building tech committees/teachers/principals

Target Audience All schools

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 infrastructure **Associated High Yield Strategies** None

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

- 01 - Nineteen teachers from Liberty High School will receive a laptop, data projector, document camera, and mobile presenter as part of the EETT Round 5 Grant.
- 02 - Wireless labs will be maintained and used in 3 middle and 3 elementary schools.
- 03 - A summer student technology academy will be held to improve technology literacy.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure sufficient that students have access to the 21st century tools and resources needed to improve student achievement and prepare them for post-secondary and/or the work environment

Persons Responsible Technology Coordinator/building tech committees/teachers/principals

Target Audience All schools

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 Technology

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

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

01 - Students will be able to enroll in WV Virtual School classes.

02 - Students will use the RESA installed distance learning labs at Woodrow Wilson High, Shady Spring High, Independence High, Academy of Careers and Technology, Libery High, and Beckley-Stratton Middle Schools for distance classes and teleconferencing.

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

Purpose To ensure quality and rigor of courses 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

Persons Responsible Technology Coordinator/building tech committees/teachers/principals

Target Audience All schools

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

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

Plan Section Technology

Associated Goals/Objectives Technology infrastructure

Associated High Yield Strategies None

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.

01 - Edline will be used in all schools for posting of grades, assignments and parental communication.

02 - Schools will provide open-houses with available computer labs for parents and guardians.

03 - The county will place new policies and plans on the county web site in order to communicate with students, families and community

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

Purpose To ensure improved communication/collaboration among stakeholders

Persons Responsible Technology Coordinator/building tech committees/teachers/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 Technology

Associated Goals/Objectives Technology Training

Associated High Yield Strategies None

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

01 - A summer teacher technology academy for 40 teachers will be held in August to improve technology integration and increase student achievement.

02 - Compass Learning training will be provided to schools for opening year procedures and Type to Learn.

03 - GradeQuick Web and Edline training will be provided to all teachers.

04 - Ongoing technology training will be provided to all principals.

05 - Provide technology training for teachers to access standards based lesson plans on the Internet.

06 - School Kit training will be provided to secondary schools.

07 - System operator training will be provided for GradeQuick Web and Edline.

08 - Teachers and administrative staff will receive training on emerging technology and integration ideas.

09 - Technology Integration Specialists will provide technology integration support at all programatic levels.

10 - Technology plan training will be provided to all schools for the development of the 5-year strategic plan.

11 - Technology training will be part of the continuing education required for all teachers in August. Topics include Grade Quick Web, Edline, MS Office, SAS Curriculum Pathways, Chalkwaves, Movie Maker, School Kit, student responders, 21st Century Educators, Smart Boards, Mobile Presenters, Podcasting, document cameras, and project-based learning.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction

Persons Responsible Technology Coordinator/building tech committees/teachers/principals

Target Audience All schools

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

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology Training

Associated High Yield Strategies None

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

- 01 - Schools will use web-based reporting for maintenance issues to ensure timely corrections.
- 02 - The county will obtain erate funding in order to help with maintenance issues.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide a consistent, reliable network and telecommunicaitons system

Persons Responsible Technology Coordinator/building tech committees/teachers/principals

Target Audience All schools

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology communication

Associated High Yield Strategies None

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

- 01 - Adult literacy classes will be offered at ACT and Adult Basic Education Center.
- 02 - Adult literacy classes will be provide access to computer labs in schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To collaborate with adult lteracy programs

Persons Responsible Technology Coordinator/building tech committees/teachers/principals

Target Audience All schools

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	0.00	0.00	0.00

Data Lines	224,880.00	170,909.00	53,971.00
Internal Conn Maint	0.00	0.00	0.00
Internal Connections	500,000.00	380,000.00	120,000.00
Internet Access	480,000.00	364,800.00	115,200.00
Long Distance	9,600.00	7,296.00	2,304.00
Paging	0.00	0.00	0.00
Voice	111,772.00	84,947.00	26,825.00
WAN	0.00	0.00	0.00
Web Hosting	27,913.00	21,214.00	6,699.00
E-rate Totals	1,354,165.00	1,029,165.40	324,999.60

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	0.00	0.00	0.00
	Data Lines	224,880.00	170,908.80	53,971.20
	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	9,600.00	7,296.00	2,304.00
	Paging	0.00	0.00	0.00
	Voice	111,772.00	84,946.72	26,825.28
	WAN	0.00	0.00	0.00
	Web Hosting	27,913.00	21,214.24	6,699.23
	E-rate Totals	374,165.00	284,365.76	89,799.71

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

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2006 Cellular	26,208.00	20,704.32	5,503.68
	Data Lines	177,960.00	140,588.40	37,371.60
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	9,600.00	7,584.00	2,016.00
	Paging	0.00	0.00	0.00
	Voice	110,242.00	87,091.18	23,150.82
	WAN	0.00	0.00	0.00
	Web Hosting	22,800.00	18,012.00	4,788.00
	E-rate Totals	346,810.00	273,979.90	72,830.10

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	22,176.00	16,853.76	5,322.24
	Data Lines	174,750.00	132,810.00	41,940.00
	Internal Conn Maint	114,000.00	90,000.00	24,000.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	9,600.00	7,296.00	2,304.00

Paging	0.00	0.00	0.00
Voice	123,572.32	93,914.96	29,657.36
Web Hosting	0.00	0.00	0.00
E-rate Totals	444,098.32	340,874.72	103,223.60
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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
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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? 04/09/2002

3. When was the public meeting held for CIPA Compliance? 09/25/2001

4. Provide the URL to your acceptable use policy.
<http://boe.rale.k12.wv.us/POLICYMANUAL/SECT%20E/E%2013%20%20Computer%20Use.pdf>

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	29	4	33
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?			

WORK PLAN SUMMARY

Support/Capacity Building Process

The methods to be used by Raleigh County Schools include Raleigh County Improvement Team, School Improvement Team, targeted professional development activities, purchase of 21st Century ICT tools, supplemental services provided through Title I and special ed.

Process Monitoring

The practices in place in Raleigh County are leadership academies, teacher academies, sustained and embedded professional development, instructional coaches, technology integration specialists and college graduate classes.

Evaluation Process

Raleigh County will use Informal surveys and observations, formal evaluations, WEST MAP data analysis, DIBELS data, informal reading, informal math, number of DRFs, percent of graduates, attendance data, percent of highly qualified teachers in core subjects, Continuous Improvement Monitoring Process (SIMP) of special ed programs, and Digital Divide Survey.