FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

ROANE COUNTY SCHOOLS ROANE 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	Mr	William Chapman
	Mrs	Shelly Stalnaker
	Mr	David Tupper
	Mrs	Kathy Whoolery
	Mrs	Lori Gibson
	Mrs	Debbie Rolston
	Mr	J. Kevin Campbell
	Mrs	Doris Weekley
Business & Community	Mr	Scott Freshwater
	Mr	Mark Gerstell
	Mr	Mike Greenlee
	Ms	Kim Carper
	Mrs	Martha Cooper
Federal Programs	Mrs	Glada Kinison
	Mr	Bruce Neal
Parents	Mr	Don Keller
	Mr	Dan Shelford
	Mrs	Tamara Raines
	Mrs	Lisa Messineo
	Mrs	Kava Whiting
	Mrs	Sherry Husted
	Mrs	Donna Lucas
Service Personnel	Mrs	Ann Boggs
Students	Ms	Sara Jones
	Ms	Ashli Knotts
	Ms	Mary Price
	Mr	Ryan Carper
	Ms	Erin Higginbotham
Teachers	Mrs	Jenny Lewis
	Mrs	Betsy Atkins
	Mr	Ronald Chadwell
	Mrs	Sandy Cooper
	Mr	John Ford
Technology Committee	Mr	Foster Kerby
	Mr	Jerry Garner
	Mr	Don Williams
	Mr	Stephen Goffreda

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

Lifelong Learning For All

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. Every child can learn and succeed.
2. Students learn in different ways and at different rates; therefore, all students should be held to high standards with flexibility in the time to achieve them.
3. Our schools should be safe, welcoming environments that support learning.
4. An ethical school system requires fair treatment, honesty, openness, integrity, and respect.
5. A high quality school system strives to be responsive and accountable to students and to the community.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Grants	545,825.00
Rural and Low Income Schools	81,370.00
Special Grants	560,861.73
Technology E-rate	38,281.44
Technology E-rate County Match	9,570.36
Technology Infrastructure	36,875.00
Technology Local Share	10,469.00
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	34,251.00
TFS/Secondary Technology	42,330.00
Title II	234,965.91
Title IV Safe and Drug Free Carryover Budget	4,826.00
Title IV Safe and Drug Free Schools	19,305.20
Title V	10,450.00
Total	**$ 1,629,380.64**

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

We have had a slight decrease in student enrollment over the past five years. This has caused some concern in meeting the state standards for student/teacher ratios as well as in our numbers of service personnel. Despite the decrease in enrollment we still must provide transportation for the few students living in the outlying hollows of rural Roane County. With Roane County's land area of some 486 square miles and only six schools to serve its 2500 students, the transportation department has quite a task. Due to the distance that must be traveled, bus routes cannot be combined, therefore our service personnel numbers are always over the state allowances requiring the county to pay for the overages. This further minimizes county funds available for instructional improvements.

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

The fluctuation in population has remained fairly steady. Our school communities do not seem to be concerned about the implications of population shifts. School personnel assess student abilities, drawing conclusions on appropriate skill needs. Staff members then collaborate, utilizing a variety of teaching strategies to meet the needs of the various learning styles found in each classroom with little concern of race or ethnicity.

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

There have been no significant changes in the socio-economic demographics of our county. We have had a high poverty rate throughout the county for many years. We have seen a slight steady increase in the number of students in the low socio-economic group. In several cases we have experienced some fluctuation in poverty rate from school to school requiring a RIF in a federal program position in one school, only to realize a need to add one in another school.

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

The Roane County economy has shown a slight decrease over the past decade, causing the more affluent families go elsewhere to work. This in turn has caused enrollment to fall somewhat. This has contributed to reduced funding which has to be made up with county funds. The drop in the economy has kept the inflation of the cost of living at a minimum, drawing more low income families further diminishing the economy.

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

A number of low income families are single parent and/or dysfunctional families who struggle to meet the basic needs of their children. Because of family hardships, these children are often left alone after school hours to fend for themselves with no structure or supervision. In many cases these families show little or no concern for the education or discipline of the children. Children who have little or no support at home are obviously at a disadvantage in finding success in life.

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?

In addition to the poverty issues as described above, we are seeing a number of transients in our schools. Often low income or dysfunctional families are attracted to a rural area where the cost of living is somewhat lower than that in the larger cities. The children, lacking grade level skills, are enrolled in our schools. Teachers work diligently to fill the skill gaps, only to have them transfer. These same children may come and go several times in the span of a year. The issue of drug abuse is on the rise as indicated by the increase of drug related arrests in our county. Although these arrests are mostly transient adults, we realize they are selling these drugs somewhere. It would lead one to believe that a significant number of our children live with parents who are involved with drugs. Although drug abuse is not highly evident in our schools, the Office of Student Services works with counselors, teachers, and other personnel in an ongoing effort to keep our schools drug free.

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

The growth of technology has had a phenomenal effect on students. Our students have become a part of the information age. Most students have access to the internet outside the school day, whether it be at home, at Grandma's, or at a neighbor's house. In many cases when a family bought its first computer, the school-age children help set it up and trained the parents in their first computer skills. Students have become more aware of the world outside of our county and state, building a desire to experience some of the many wonders. This yearning has many younger students now realizing education as a means of finding more out of life. As these students progress to the high school level, we expect to see a drop in the dropout rate. As the demands for technology education continue to grow we continue to place more demands on teachers. Technology integration throughout the curriculum is a must, therefore a stronger emphasis will be placed on technology in staff development efforts as well as in the evaluation process.

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

The sports programs in Roane County both outside and inside the school system augment student achievement. Coaches build a rapport with student athletes, encouraging them to maintain the grades in order to be eligible to participate. Coaches as well as other staff members often take a struggling student who shows promise as an athlete and builds an advisor/advisee relationship. The GPA requirements of WVSSAC for participation in sports promote student achievement long before students are old enough to participate in sanctioned sports. Other outside activities which have are showing a positive effect on students include Boy Scouts, Girl Scouts, 4-H, Patch 21, and various church groups. Leaders in these groups work in conjunction with the school system to provide positive learning experiences for the youth of Roane County. Community involvement has had a positive influence on student achievement, although again, low SES children often miss out on these opportunities.

PRIORITIES

1.

Promote student achievement in all core content areas for all students through the implementation of 21st century skills including learning and thinking skills, information and communications skills, technology skills, and work place productivity skills.

2.

Provide support to "At Risk" students to enable them to become gainfully-employed, productive citizens through increased rates of graduation and post secondary training enrollment.

3.

Utilize frequent assessment to determine skill gaps and provide better instruction using the tiered instruction model.

4.

Continue to provide education and support for healthful living and character building in a safe learning environment.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

No Child Left Behind School Reports

Spencer Middle School's SPECIAL EDUCATION cell was below standard in Reading/Language Arts and Math. Therefore, Roane County did not make AYP.

WESTEST Confidential Summary Report

Roane County's target for 05-06 was 71.44 in Math. This target was not met in grades 5, 6, 7, 8, nor 10. The target in Reading was 76.89. This target was not met in grades 3, 5, 6, 8, nor 10.

WESTEST Confidential Item Analysis Summary

Looking at the Item Analysis Report for Roane County, there are no specific skills with which students performed poorly. There are some items within a skill area on which few students chose the correct answer but 100 percent of the students chose the correct answer on another item of the same skill.

The Item Analysis Report will be utilized at each school to determine skill areas that are not being mastered by all students. Instructional strategies will be designed to remedy the gaps.

WV Writing Assessment

With 38% of Roane County's fourth grade students , 37% of seventh grade students, and 15% of tenth grade students scoring below mastery, there is reason for concern with the writing skills of all students in Roane County Schools. Each school will implement a rigorous standards-based writing curriculum for all students that aligns with the WV Content Standards and Objectives.

SAT/ACT Results

More students are taking college entrance tests, but scores are dropping. Roane County students are not college ready in the core content areas of Science and Math. Efforts to improve instruction must be addressed.

ACT Explore - Grade 8 Middle School

ACT Explore scores of Roane County's eighth grade students are below the national scores in all subtests and the composite scores.

ACT Plan - Grade 10 High School

According to the Item Response Report, Roane County's tenth grade students are below the reference group in English and Math.

AP Testing Report/AP Rate

Efforts must be made to increase the percentage of students enrolled in AP courses who take AP tests. Rigorous coursework should be designed to prepare students academically.

Informal Reading Assessment

No countywide data was collected.

Informal Math Assessment

No countywide data was collected.

Formative and Benchmark Assessments

No countywide data was collected.

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

Roane County has no LEP students.

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

Roane County has no LEP students.

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

Roane County has no LEP students.

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

Roane County has no LEP students.

PRIORITIES

1.

Assure that all schools have the leadership, culture, and organizational practices representative of effective schools research and the commitment and knowledge to create structures and services that result in all students mastering a curriculum relevant for the 21st century.

2.

Assure that each classroom teacher utilizes research-based instructional design, management, delivery, and assessment that results in highly engaged students who master the curriculum.

3.

In order to provide the best instructional program, Roane County Schools will strive to place only highly qualified teachers in all classrooms.

4.

High quality staff development will focus on improving student achievement for all students as we incorporate 21st century skills into the curriculum.

5.

Provide support to students identified as "Special Needs", "Low SES" and "At Risk" through the utilization of frequent and benchmark assessments to determine skill gaps and redirect instruction.

6.

Promote student achievement in all core content areas through the implementattion of 21st century skills throughout the curriculum.

7.

Ensure that assessment of student data drives instruction in all schools.

8.

Use frequent monitoring to redirect academic focus and improve instructional practices.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

With attendace rates hovering at 95 percent this is not an area that the committee chooses to focus on. Schools will continue to use the same strategies to promote good attendance.

Discipline Referral Report

Overall behavior has shown improvements over the past several years, especially at Roane County High School. Still we will continue to strive for improvements in citizenship and self discipline.

Dropout Rates/Graduation Rates (by subgroup if available)

Our high school gradation rate is below the state standard. The Office of Student Services and Roane County High School will continue to address this issue.

College Enrollment Rate

We feel that this area still needs improvement. Middle and high school counselors will continue to address concerns in this area.

College Developmental Course Rate

We feel that this area still needs improvement. Middle and high school counselors will continue to address concerns in this area.

PRIDE Survey

The Office of Student Services in conjunction with counselors and SAT coordinators will continue to address issues of safe behavior.

Results of Nationally Recognized Physical Fitness Test

Striving to see all students reach optimum levels of health and well being is always a concern for our school system. All schools will continue to focus on student wellness and fitness.

Youth Risk Behavior Survey

The Office of Student Services in conjunction with counselors and SAT coordinators will continue to address issues of safe behavior.

CIMP Self Assessment

The CIMP states: that in 6.1.3 that we are need of highly qualified personnel. Many have met this requirement through HOUSE. This is an an area that still needs improvement. 4.1.3 states that we are above the state average in the number of special needs students being served. We still continue to be above this average, but numbers have improved in recent years. 7.1 1.d.A states that a functional behavior assessment needs to be done the for the first time a student is cumulatively suspended for ten days. This is going to require more work on the part of the district. 9.1.3.1 WA AYP Students in special education still are not achieving Mastery. Improvements are being made. This is an area that the CIMP Committee has determined needs long range planning. The April, 2007 monitoring report found that great strides have been made to improve the suspension rates. Careful monitoring by the OSE needs to continue. Also a need for academic and behavioral objectives in the writing of IEP's. This activity will take place prior to the beginning of school year 2007-08.

Special Education Data Profiles

The disparity between special and general education remains a topic of concern. The special education office will continue weekly monitoring of suspension of special education students.

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

We have no LEP students in Roane County.

LEP - What are the major language groups?

N/A

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

N/A

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

N/A

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

N/A

PRIORITIES

1. To promote the development of healthy living in all students.

2. To promote good decision making skills in regard to safety and avoidance of behavior risks.

3. To promote strong character in all students.

D. CULTURE AND CONDITIONS

ANALYSIS

Monitoring Reports (Special Education and NCLB)

The Special Education on-site review committe found that appropriate behavior supports are not being implemented for special education students. They also recommended that the staff receive professional development in the areas of behavioral and academic goals. It also has suggested that Spencer Middle School move a classroom. This had beeen completed prior to the ending of school. Also the improvement plan must address the decreasing rate for suspension of students with disabilities.

Digital Divide Report (Technology)

We have about 52% computers in the county that are windows xp systems. With the USDA grant and TFS funds, we will be able to eliminate all windows 95 systems and most of the windows 98 systems. We should have 70% xp machines or greater at the end of the year.

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GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Roane County Schools will recruit and retain highly qualified teachers, support staff, and administrators who effectively utilize the knowledge, skills, strategies, and dedication necessary to meet the needs of all students.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	Appropriate staff development for professional personnel will be provided based on needs identified by analyzing student test data.	Staff Development	70.29	86.79

Goal 2: All students will achieve mastery or above in Math, Reading/Language Arts, and Writing Assessment.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	To increase the percentage of students who score at or above mastery in Math.	Math Achievement	63.29	83.68
2.2	To increase the percentage of students who score at or above mastery in Reading/Language Arts.	Reading/LA Achievement	70.29	86.79
2.3	To increase the percentage of students who score at or above mastery in Writing Assessment.	Writing Achievement	65.66	84.73

Goal 3: All students will develop strong character, citizenship, responsibility, and healthful living.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	All students will develop strong character, including citizenship and responsibility, as defined by Character Education programs used in each school.	Character	1551.00	689.33

Goal 4: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To increase the identification and involvement of students to the Student Assistance Team by 10%.	Student Assistance Program	0.00	156.00
4.2	To decrease the dropout rate by 50% by providing early identification and intervention for at-risk students.	Student Assistance Team	0.00	15.00
4.3	To increase skill of students in utilizing nonviolent means to solve interpersonal conflict and decrease the number of physical fights by 40%.	Peer mediation/Preventive Discipline	0.00	74.00
4.4	To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 50%.	Bullying	0.00	5.00
4.5	To reduce the number of weapons violations in or on school grounds by 100%.	Weapons	0.00	0.00
4.6	To reduce the number of alcohol policy violations by 100%.	Alcohol	0.00	0.00
4.7	To reduce the number of tobacco policy violations by 20%.	Tobacco	0.00	54.00
4.8	To reduce the number of other drug policy violations by 25%.	Other Drugs	0.00	11.00

Goal 5: Roane County Schools will provide access to web-based, software, and other technology tools so that all school and community learners can improve achievement in twenty-first century skills through the use of telecommunications.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	To improve the integration of technology across the curriculum by updating computers across the county.	Technology Integration	0.32	100.00

Goal 1: Roane County Schools will recruit and retain highly qualified teachers, support staff, and administrators who effectively utilize the knowledge, skills, strategies, and dedication necessary to meet the needs of all students.

Objective 1.1 Appropriate staff development for professional personnel will be provided based on needs identified by analyzing student test data.

As measured by:
results of student test data.

Baseline Data   70.29

Targets		Actual	
2005-2006	73.59	**2005-2006**	73.28
2006-2007	71.44	**2006-2007**	68.00
2007-2008	80.19	**2007-2008**	N/A
2008-2009	83.49	**2008-2009**	N/A
2009-2010	86.79	**2009-2010**	N/A

Goal 2: All students will achieve mastery or above in Math, Reading/Language Arts, and Writing Assessment.

Objective 2.1 To increase the percentage of students who score at or above mastery in Math.

As measured by:
county totals on results of WESTEST.

Baseline Data   63.29

Targets		Actual	
2005-2006	67.36	**2005-2006**	67.71
2006-2007	71.44	**2006-2007**	68.00
2007-2008	75.52	**2007-2008**	N/A
2008-2009	79.60	**2008-2009**	N/A
2009-2010	83.68	**2009-2010**	N/A

Objective 2.2 To increase the percentage of students who score at or above mastery in Reading/Language Arts.

As measured by:
results of county totals on WESTEST.

Baseline Data   70.29

Targets		Actual	
2005-2006	73.59	**2005-2006**	73.28
2006-2007	76.89	**2006-2007**	73.00
2007-2008	80.19	**2007-2008**	N/A
2008-2009	83.49	**2008-2009**	N/A
2009-2010	86.79	**2009-2010**	N/A

Objective 2.3 To increase the percentage of students who score at or above mastery in Writing Assessment.

As measured by:
percentage of students meeting state standards on results of Writing Assessment.

Baseline Data   65.66

Targets		Actual	
2005-2006	69.47	**2005-2006**	68.00
2006-2007	73.29	**2006-2007**	65.60
2007-2008	77.10	**2007-2008**	N/A
2008-2009	80.92	**2008-2009**	N/A
2009-2010	84.73	**2009-2010**	N/A

Goal 3: All students will develop strong character, citizenship, responsibility, and healthful living.

Objective 3.1 All students will develop strong character, including citizenship and responsibility, as defined by Character Education programs used in each school.

          As measured by:
the number of incidents of students receiving "Outside School Suspension" and "In School Suspension" on WVEIS Behavior Referral Reports.

Baseline Data 1551.00

Targets		Actual	
2005-2006	1378.60	**2005-2006**	1030.00
2006-2007	1206.30	**2006-2007**	647.00
2007-2008	1034.00	**2007-2008**	N/A
2008-2009	861.66	**2008-2009**	N/A
2009-2010	689.33	**2009-2010**	N/A

Goal 4: All students will be educated in a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective 4.1 To increase the identification and involvement of students to the Student Assistance Team by 10%.

As measured by:
Student Assistance Team Logs/Reports.

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	140.00
2006-2007	145.00	**2006-2007**	0.00
2007-2008	150.00	**2007-2008**	N/A
2008-2009	154.00	**2008-2009**	N/A
2009-2010	156.00	**2009-2010**	N/A

Objective 4.2 To decrease the dropout rate by 50% by providing early identification and intervention for at-risk students.

As measured by:
WVEIS Dropout Report

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	30.00
2006-2007	26.00	**2006-2007**	0.00
2007-2008	22.00	**2007-2008**	N/A
2008-2009	18.00	**2008-2009**	N/A
2009-2010	15.00	**2009-2010**	N/A

Objective 4.3 To increase skill of students in utilizing nonviolent means to solve interpersonal conflict and decrease the number of physical fights by 40%.

As measured by:
WVEIS Report

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	122.00
2006-2007	110.00	**2006-2007**	0.00
2007-2008	98.00	**2007-2008**	N/A
2008-2009	86.00	**2008-2009**	N/A
2009-2010	74.00	**2009-2010**	N/A

Objective 4.4 To reduce disciplinary infractions related to bullying, harassment, and/or intimidation by 50%.

As measured by:
WVEIS Report/Bullying Survey

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	11.00
2006-2007	10.00	**2006-2007**	0.00
2007-2008	8.00	**2007-2008**	N/A
2008-2009	6.00	**2008-2009**	N/A
2009-2010	5.00	**2009-2010**	N/A

Objective 4.5 To reduce the number of weapons violations in or on school grounds by 100%.

As measured by:
WVEIS Report

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	4.00
2006-2007	3.00	**2006-2007**	0.00
2007-2008	2.00	**2007-2008**	N/A
2008-2009	1.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 4.6 To reduce the number of alcohol policy violations by 100%.

As measured by:
WVEIS Report and YRBS

Baseline Data			0.00
Targets		**Actual**	
2005-2006	0.00	**2005-2006**	2.00
2006-2007	1.00	**2006-2007**	0.00
2007-2008	1.00	**2007-2008**	N/A
2008-2009	0.00	**2008-2009**	N/A
2009-2010	0.00	**2009-2010**	N/A

Objective 4.7 To reduce the number of tobacco policy violations by 20%.

As measured by:
WVEIS Report and YRBS

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	67.00
2006-2007	64.00	**2006-2007**	0.00
2007-2008	61.00	**2007-2008**	N/A
2008-2009	58.00	**2008-2009**	N/A
2009-2010	54.00	**2009-2010**	N/A

Objective 4.8 To reduce the number of other drug policy violations by 25%.

As measured by:
WVEIS Report and YRBS

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	15.00
2006-2007	14.00	**2006-2007**	0.00
2007-2008	13.00	**2007-2008**	N/A
2008-2009	12.00	**2008-2009**	N/A
2009-2010	11.00	**2009-2010**	N/A

Goal 5: Roane County Schools will provide access to web-based, software, and other technology tools so that all school and community learners can improve achievement in twenty-first century skills through the use of telecommunications.

Objective 5.1 To improve the integration of technology across the curriculum by updating computers across the county.

As measured by:
Digital Divide and number of Windows XP and above machines. Baseline information as of January 2005 shows 32% of computers in the county are Windows XP. Our goal is to have 100% Windows XP and above by 2010.

Baseline Data 0.32

Targets		Actual	
2005-2006	0.45	**2005-2006**	0.00
2006-2007	0.70	**2006-2007**	0.54
2007-2008	0.80	**2007-2008**	N/A
2008-2009	0.90	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Prioritization and Mapping	Title I compliance If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, <u>Summative versus Formative Assessment</u>, *Teaching and Learning Technologies, TIP)*
Innovative Approaches to Meeting Subgroup Needs	Title I compliance Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom leanring, attain grade level proficienc, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials. Marzano, Robert J. (2003), <u>What Works In Schools</u>, Alexandria, Va. Association for the Supervision and Curriculum Development.

	Payne, Ruby K. (1996), <u>A Framework for Understanding Poverty</u>, Highlands, TX, Aha! Process, Inc.
Differentiated Instruction	
Time and Resources to Support School-Based Learning Communities	Title I compliance Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement. Fuchs, L.S., Fuchs, D (2002)
Highly Qualified Teachers	Title I compliance The US Department of Educations' *Secretary's Third Annual Report on Teacher Quality, (2004) states:* "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21st Century proficient teachers is apparent. *Secretary's Third Annual Report on Teacher Quality.* Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. *Education Policy Analysis Archives,* Vol. 8 Number 1.
Effective Transition Pre K to Post Secondary	Title I compliance A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district

	leadership and district leaders' impact on school programs: (1) years of experience and time on (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).
Parents as Respected and Valued Partners	Title I compliance More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994). Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."
Developmental Guidance with Character and Career Education Development	Title I compliance 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. Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development. Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access.* ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)
Strategies that Develop Students having 21st Century Learning Skills	Title I compliance High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary.

Successful transition programs share the following four components:

1. **Parents Are Involved**

   School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and other district staff on how to work effectively with parents.

2. **There is structured communication and collaboration among personnel between   the sending school and the receiving school.**

   School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.

3. **There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.**

   To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.

4. **Transition approaches include both social and academic support systems for students.**

   High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.

Pre-school Transition:

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

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

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

Middle School Transition Research:

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

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

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

	"Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org **High School Transition Research:** Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org What Does Research Say About School-to-Work Transition? www.ncrel.org Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org

Has not been submitted yet

Adjustment of Instructional Time Other Strategy
Use of data to target improvement efforts -- Change based on internal & external factors
Title I Compliance

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. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (*Guide to Using Data in School Improvement Efforts*. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.

Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.

Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.) Other Strategy
Effective preschool early intervention programs Other Strategy
Adjustment of instructional time by grade class school and system to meet the need of varied learn

Title I compliance

The 1994 report of the National Education Commission on Time and Learning, Prisoners *of Time,* is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas.
National Education Commission on Time and Learning, *Prisoners of Time: Report of the National Educational Commission on Time and Learning,* April 1994.
According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006)

Other Strategy
Conflict Resolution/Peer Mediation Other Strategy
Social Skills Training Other Strategy
Positive Reinforcement Other Strategy
Risk & Protective Factors Other Strategy
Social Influences Other Strategy
School Climate

Technology Plan

Submitted by - SFG79001 2007-09-13 14:37:34.0

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

We have about 52% computers in the county that are windows xp systems. With the USDA grant and TFS funds, we will be able to eliminate all windows 95 systems and most of the windows 98 systems. We should have 70% xp machines or greater at the end of the year.

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Action Steps

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

Plan Section Technology

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

Action Step TECH/01: Provide 21st century hardware and a stable, state of the art 21st century infrastructure for the effective use of technology

- -TECH-To use e-rate reimbursement money to keep the network infrastructure updated in every school.

02 - Through the USDA grant, update computers, implement a distance learning lab, add eight notebook computers, white board, and four data projectors at RCHS

02 - To implement TFS secondary project in all 7-12 schools to update computers and infrastructure

03 - Through the USDA grant, update computers, implement a Wireless lab, add nine notebook computers, white board, and three data projectors at Geary

04 - Through the USDA grant, update computers, implement a Wireless lab, add nine notebook computers, white board, and four data projectors at SMS

06 - Through the USDA grant, update computers, implement a wireless lab, add nine notebook computers, white board, and three data projectors at Walton.

07 - Through the USDA grant, update computers, implement a Wireless Lab and add eight notebook computers, desktop computers, white board, three data projectors plus Office software at Reedy.

08 - Through the USDA grant, update computers, implement a Wireless Lab and add eight notebook computers, white board, and three data projectors at SES

09 - With Elementary TFS money, replace 25 computers in 3-4 lab at Spencer Elementary to Vista computers with flat screen monitors

10 - Update existing server at Spencer ES to sequel software and add 3 additional hard drives

11 - Add 3 HP computers with flat screen monitors at Spencer Middle School using TI funding

12 - Add 4 HP minitowers with flat screen 17 inch monitors at Geary El/Middle from TI funding

13 - Add 2 HP minitowers with 17 flat monitors and Microsoft Office and a clasroom laser printer using TI funds

14 - Add 1 Dell Minitower and 17 icnh monitor with TI funding

15 - Add 6 HP minitowers with flat screen monitors and Office and one clasroom printer at Walton El/Middle using local share funding

16 - Add 3 HP mini-towers with flat screen monitors and Office and 7 printers using Local share funding

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

Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance	**Persons Responsible** Technology coordinator/e-rate coordinator/county treasurer	**Target Audience** Students and Educators

of the technology being
implemented in Roane
County schools.

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

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

Plan Section Technology

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

Action Step TECH/02: Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

01 - To implement Compass Odyssey at Spencer Elementary and Microsoft OFfice for productivity tool software

02 - Utilize Plato for credit recovery for students who fail a course

03 - Administer DIBELS to all K-2 students to assess reading skills

04 - Provide technology resources needed for implementation of Discovery Health Program.

07 - To teach the writing process through the integration of technology and to provide the online writing assessment for middle and high schools

08 - To continue to install additional copies of Microsoft Office Suite as funding permits on computers.

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

Purpose To improve the use of 21st century tools and resources to improve student achievement.

Persons Responsible Technology coordinator/e-rate coordinator/county treasurer

Target Audience Students and Educators

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 Integration   **Associated High Yield Strategies** None

Action Step TECH/03: Ensure that the use of telecommunications and internal connections in the schools will enhance student learning.

01 - To provide improved communication through voice, long distance and cellular service for all schools

02 - Schools will use the Internet for research, standards based lesson plans, Marco Polo, SAS in School, etc.

03 - Teachers will use the data lines for access to WVEIS (student management system), for access to Internet for standards based lesson plans, for research and for improved collaboration

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

Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.

Persons Responsible Technology coordinator/e-rate coordinator/county treasurer

Target Audience Students and Educators

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** None

Action Step TECH/04: Provide increased access for students and teachers to 21st century tools and resources

01 - To ensure through local, state and federal budget sources that all computers in elementary,middle and high schools are up to date, well maintained for use for students, teachers, and the community

02 - TECH-To provide access to the Internet for more students by continuing to add additional wiring drops and wireless labs

03 - Students will use technology-based reading and language arts tools both web-based and software.

04 - To align Compass and Odyssey software lessons to CSO's in every elementary and middle school classroom

05 - Students will use technology-based math tools both web-based and software.

06 - To add 24 new Vista workstations with Microsoft Office to the second floor 3rd-4th grade computer lab at Spencer ES

07 - To provide 25 HP Vista computers for computer lab at Roane County HS using TFS funds

08 - To provide 4 extra flat screen monitors to ensure that lab at Roane County HS has all flat screen monitors

10 - To add 21 classroom printers to Roane County HS through TFS funding

11 - To oprovide Numonics white board to social studies classroom/wireless device/replacement pen/data projector

12 - To add 2 notebook computers with Microsoft Office at Walton Elementary/Middle

13 - To add 3 Numonics White boards with wireless devices and replacement pens and 2 data projectors to Walton ES/Middle with TFS funds

14 - To add 3 notebook comptuers and one mini-tower computer to Geary Elemetnary/Middle

15 - To add 3 Numonics white boards with wireless connections, replacement pens and 3 data projectors at Spencer Middle through TI funds

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

Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement	**Persons Responsible** Technology coordinator/e-rate coordinator/county treasurer	**Target Audience** Students and Educators	
		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 Integration   **Associated High Yield Strategies** None

Action Step TECH/05: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources

01 - -TECH-To provide Virtual school classes for students in the county that may not have access to these courses except through technology (Virtual Spanish courses at Middle school and WV Virtual School classes at high school.)

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

Purpose 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).	**Persons Responsible** Technology coordinator/e-rate coordinator/county treasurer	**Target Audience** Students and Educators	
		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 Integration   **Associated High Yield Strategies** None

Action Step TECH/06: Promote parental involvement and improved collaboration with community/home through the user of 21st century tools and resources

    01 - To maintain county and school websites for posting schools announcements/assignments/information, etc.

    02 - To provide technology training for community

    03 - To encourage the use of email for communicating with students, parents and community

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

| Purpose To improve communication and collaboration among stakeholders | Persons Responsible Technology coordinator/e-rate coordinator/county treasurer | Target Audience Students and Educators | |
| | | 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 Integration   **Associated High Yield Strategies** None

Action Step TECH/07: Provide professional development for using the telecommunications network for training teachers and administrators to improve the integration of 21st century tools and resources

    01 - To provide Compass training for teachers to align software lessons with CSOs being taught in the classroom

    02 - Encourage staff development through on line course offerings

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

| Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources | Persons Responsible Technology coordinator/e-rate coordinator/county treasurer | Target Audience Students and Educators | |
| | | 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 Integration   **Associated High Yield Strategies** None

Action Step TECH/08: Maintain and repair all 21st century tools and internal connections

    01 - County technicians will ensure that all Norton anti-virus definitions are updated and Windows updates are completed regularly on all school computers

    02 - Grant money will be applied to the purchase of parts and equipment to maintain and upgrade computers and networking

    03 - To ensure through local, state and federal budget sources that all computers in elementary,middle and high schools are up to date, well maintained for use for students, teachers, and the community

    04 - Rely on TFS help desks for maintenance support for all equipment on 4 year on-site warranty

    05 - Provide consistent, immediate maintenance for internal connections through discounts via the e-rate program

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

Purpose To provide a stable and robust 21st century learning	Persons Responsible Technology coordinator/e-rate	Target Audience Students and Educators

environment.   coordinator/county treasurer

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

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Technology 09-Adult Literacy

Plan Section Technology

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

Action Step TECH/09: To collaborate with adult literacy providers to provide 21st century skills for community

01 - Utilize computer lab in teaching adult literacy and math.

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

Purpose To provide 21st century skills for adults/community

Persons Responsible Technology coordinator/e-rate coordinator/county treasurer

Target Audience Students and Educators

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	3,720.00	2,976.00	744.00
		Data Lines	30,330.00	24,264.00	6,066.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	13,802.00	11,041.00	2,760.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	47,852.00	38,281.00	9,570.00
TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	3,720.00	2,976.00	744.00
		Data Lines	30,330.00	24,264.00	6,066.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	13,801.00	11,041.44	2,760.36

		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	47,851.00		38,281.44	9,570.36
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	0.00		0.00	0.00
		Data Lines	30,330.00		24,264.00	6,066.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	0.00		0.00	0.00
		Paging	0.00		0.00	0.00
		Voice	17,377.80		13,902.24	3,475.56
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	47,707.80		38,166.24	9,541.56
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	4,320.00		3,456.00	864.00
		Data Lines	30,330.00		24,264.00	6,066.00
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	300.00		240.00	60.00
		Paging	0.00		0.00	0.00
		Voice	16,441.80		13,153.44	3,288.36
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	51,391.80		41,113.44	10,278.36
State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00		0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

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

2. If yes, what is the last date of adoption/revision?　　　　　　　　　　　　　　　　　　04/16/2002

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

4. Provide the URL to your acceptable use policy.

access.k12,wv,us

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

All stakeholders in Roane County Schools from the boardroom to the classroom will join efforts to ensure a gain in student achievement for all students. With the Superintendent in the lead, policies, programs, initiatives, expenditures and resources will be aligned in an effort to augment student achievement as outlined in the Strategic Plan. The District Leadership Team will annually review and revise the plan, reporting the revisions to stakeholders upon approval of the Board. The workability of the Plan will be realized through efforts to improve staff development, curriculum and instruction, and continuous monitoring with readjustments to meet student needs.

Roane County Schools will build in-house capacity to provide ongoing, consistent, site-based professional development. The District will develop effective teachers and staff through professional development, mentoring and coaching focused on creating a Community of Learners. Educational leaders will implement best practices that are research-based, engaging, thematic, and contextual, emphasizing the relationship between and among all subject areas. Roane County Schools will deliver developmentally appropriate instruction Pre-K through 12, enhancing achievement through smooth transitioning.

Resource allocations will be provided for staff and/or committees to meet prior to opening school for collaborative data analysis, planning, and problem-solving. Principals will organize school schedules for common teacher planning time as allowed and allocate time during ISE days to allow for collaboration across grade levels and programmatic levels. Central Office Administrators will organize time during the summer or after school hours for such projects as curriculum mapping, standards-based unit/lesson development, formative/performance assessment development, and other collaborative efforts that enhance instructional quality.

The Assistant Superintendent of Curriculum and Instruction will provide curriculum management and instructional leadership support to principals. Principals will provide support to teachers as well as to each other as collaborative efforts are directed toward system improvement. The school curriculum team will provide support to teachers as needed. Software trainers and county technology support staff (i.e. Compass Learning, homeroom.com, I KNOW, etc.) are available to be used as resources.

Process Monitoring

The County Plan will be shared with all staff members, students, parents, and community members. All stakeholders will be encouraged to continuously monitor all aspects of the plan, providing input on an on-going basis. Input will be solicited frequently from the local PTOs, School Improvement Councils, Faculty Senates, Curriculum Teams, and School Strategic Plan Committees. Input will be gathered by the principals to be shared at the District Leadership meetings. Any input provided will be discussed and an appropriate plan of action will be developed.

The principal will use a structured monitoring tool that will be completed once a month. This feedback tool will provide the principal with feedback on student progress, teacher concerns, and all issues regarding the implementation of the action steps. Lesson plan reviews, classroom walkthroughs, and observations will be monitored for evidence of utilization of high yield strategies, differentiated instructional models, benchmarks, reteach, and remediation. SAT members will monitor "At Risk" students, utilizing parent involvement as added support.

The District Leadership Team will meet bimonthly to review the progress of the action steps. Principals will report conclusions drawn from evaluation tools. Dialog between principals and central office department heads will formulate adjustments needed to maximize results. Any positive results will be shared for the use of all principals. Any negative results will be followed up by a plan of action.

Evaluation Process

Increased numbers of observations of classrooms and schools by Principals and Central Office Administrators will provide information to be sure that everyone is still focused on the goals. Monitoring tools will be assessed to ensure all schools provide appropriate quantity of instructional time; consider the time on task; and length and flexibility of the school day, year, and schedule. Administrators will monitor to see that all teachers conduct on-going and timely assessment of individual students' strengths and weaknesses, analyze gaps in student development and performance for the purpose of designing instruction, interventions, and support to meet each student's needs. Monitoring practices will be used to ensure that learning environments are inclusive for all children and learning styles.

Monitoring tools will be evaluated for evidence of increased use of data-analysis utilization, high yield strategies, differentiated instructional models, formative/performance assessments, remediation, etc. The effectiveness of the use of the aforementioned teaching-learning tools will be evaluated as well. As evidence is gathered, adjustments will be made, utilizing the expertise of the most successful teachers to further train peers in order to increase the effectiveness of all teachers.

The evaluation of student assessment data will be an on-going process, adjusting schedules, curriculum, instructional strategies, and support services as the necessity is indicated. This process will entail continuous monitoring and evaluation, interventions and mid-course correction, and recognition and

celebration of accomplishments.