FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

TAYLOR COUNTY SCHOOLS TAYLOR COUNTY BOARD OF EDUCATION

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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	Superintendent	Diane Watt
	Director - Special Ed., LEP, Testing & SDFS	Suzanne Viski
	Director - Child Nutrition, Serv. Pers. Staff Dev	Linda Findley
	Director - Finance	George Carver
	Principal - Anna Jarvis Elementary School	Linda Sharp
	Principal - Flemington Elementary School	Suzann Murphy
	Principal - West Taylor Elementary School	Kathleen Green
	Principal - Taylor County Middle School	Pam Gallaher
	Principal - Grafton High School	Dave Knotts
Business & Community	WV Corrections - Pruntytown	Linda Rubenstein
	Rosewood Nursing Home - Anna Jarvis Elem	Star Hill
	Flemington Lion's Club - Flemington Elem	Jim Smith
	1st Community Bank - Taylor County Middle School	Paul Isner
Federal Programs	Director of Title 1 & Title II	John E. Stallings, Jr.
Other	Coordinator - Attendance, Alt. Ed., & Homebound	Michael Crutchfield
	LSIC Chairperson - Anna Jarvis Elem	Linda Adlington
	LSIC Chairperson - Flemington Elementary	Richard Zukowski
	LSIC Chairperson - West Taylor Elementary	Kay Boyles
	LSIC Chairperson - Taylor County Middle	Michael Delagatti
	LSIC Chairperson - Grafton High School	John Taylor
Parents	Parent Representative	Barbara Smith
Teachers	Facultu Senate Chairperson - Prutytown Elementary	Kathy Jones
	Faculty Senate Chairperson - Taylor County Middle	Cindy Oliver
	Faculty Senate Chairperson - Grafton High School	John Taylor
	Faculty Senate Chairperson - Anna Jarvis Elem	Tammi Daniels
	Faculty Senate Chairperson - Flemington Elem	Carolyn Harrison
	Faculty Senate Chairperson - West Taylo Elementary	Sonya Knotts
Technology Committee	Techonology Coordinator	George Carver

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

The Taylor County Board of Education will provide a high quality education that prepares 21st century learners who are able to responsibly live, learn and thrive in a digital global society.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. ...students come first;
2. ...in maximizing each student's potential;
3. ...respect is essential;
4. ...high quality instruction yields high achievement;
5. ...education is a shared responsibility among home, school and community; *and*
6. ...a safe secure environment is crucial for student success.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Local Levy/Bond Money	15,000.00
Rural and Low Income Schools	80,934.00
Technology E-rate	30,549.00
Technology E-rate County Match	8,207.00
Technology Infrastructure	35,015.00
Technology Local Share	9,941.00
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	32,523.00
TFS/Secondary Technology	40,195.00
Title I	428,469.54
Title II	207,151.00
Title IV Safe and Drug Free Schools	15,968.27
Title V	3,235.00
Total	**$ 907,187.81**

DATA ANALYSIS

A. EXTERNAL DATA

ANALYSIS

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

For the past few years enrollment has decreased, (*including a graduation count that has been larger than the number of children being enrolled in the Pre-K and/or Kindetrgaten programs*). This continues to impact state aid formula, Special Education and Title 1 funding revenue such that decreasing amounts of funds are being made available to the county as a whole. In a very short amount of time, this negative trend has already begun to impact the amount of operational funds for all programs.

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

It appears that little or no changes have occurred in these categories in Taylor County. For the most part, Taylor County statistics remain fairly constant with the exception of the decrease in enrollment, as indicated in number 1 above.

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

No significant changes noted.

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

While a number of businesses have been developed in the area, most have been along the Interstate 79 corridor, (*just outside the Taylor County boundaries*), hence taxes and other such revenues have not been forth-coming specifically to Taylor County. To that end, is appears that, from a finaincial stand-point, Taylor County will continue to experience a decrease in available suppport funding, including a drop in revenue more traditionally experienced through such sources as state aid, etc. This will conitnue to compromise the Educational programming in the county.

[*On a positive note: It is important to mention, however, that in January 2006, the Taylor County community once again endorced the continuation of the 50% Excess Levy call for the county. As a result, it anticipated that support funding from this area, (a very important component of the finacial structure for the county school system) will continue to exist*.]

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

None noted.

PRIORITIES

1. Meeting Adequate Yearly Progress - (AYP) in Mathematics and Reading/Language Arts in all sub-groups

2. WV Writing Assessment - Shifting writing skills from a dependence on paper/pencil to technology/electronic proficiency.

3. Attendance - Increasing attendance of students, especially with regard to students in the Lower Socio-Economic Status - (SES) sub-group.

B. STUDENT ACHIEVEMENT DATA

ANALYSIS

WESTEST Confidential Summary Report

Student performance on the Spring 2005 WESTEST indicates that the county"s current proficiency level in the area of Mathematics is at 78.9% and the current proficiency level in the area of Readling/Language Arts is 81.3%. Review of Spring 2006 WESTEST results indicate that Taylor is successfully meeting the previously identified targets, to date. In Spring 2007, Taylor County Schools showed a decrease in the number of student proficient in Math and Reading even though Taylor County was above the state percent proficient in Math. Our garduation rate increased for the first time in 5 years allowing us to meet AYP at the secondary level.

WESTEST Confidential Item Analysis Summary

Student performance on the Spring 2005 WESTEST indicates that the county"s current proficiency level in the area of Mathematics is at 78.9% and the current proficiency level in the area of Readling/Language Arts is 81.3%. Review of Spring 2006 WESTEST results indicate that Taylor is successfully meeting the previously identified targets, to date. In 2007 Taylor County showed the highest percent mastery in the Algebra and Geometry standards of math and students showed a higher percent proficent in the writing standard for reading/language arts.

WESTEST Confidential Roster Report

Student performance on the Spring 2005 WESTEST indicates that the county"s current proficiency level in the area of Mathematics is at 78.9% and the current proficiency level in the area of Readling/Language Arts is 81.3%. Review of Spring 2006 WESTEST results indicate that Taylor is successfully meeting the previously identified targets, to date. Review of the 2007 WESTEST data show the sub groups are not closing the achievement gap with the all group of students.

WV Writing Assessment

Trend data for the Elementary programmatic level over the course of the past 6 years indicates that the county elementary population has experienced fluctuating results, ranging from low 80%s to low 90%s. There have not been two consistent years of growth. The ECE programmatic level has an average performance of 83% over the course of the years reported. In the middle and high school programmatic levels, however, student performance has remained fairly constant, with an average of 87.5% for MCE and 93% for AE over the past six years. There was a slight drop for the 2006-2007 school year in the % at mastery or above with 83% for the MCE and 80% for the AE programmtic levels.

SAT/ACT Results

Taylor County has seen a decrease in the number of students taking the ACT since 2003. Less than 50% of the students take took the ACT in 2006. The total ACT composite for 2006 was 19.6 which is dreasing from the 20.1 obtained in 2005. This mirrors the state trend data. The SAT showed a decreasing trend in the number of students the test from 2003 through 2005. During the 2006 there was a 2% increase in the number of students taking the SAT. The mean scores for both the math and verbal in 2006 showed a decrease from the 2005 school year.

AP Testing Report/AP Rate

Taylor County has seen a steady increase in the number of students taking AP courses. During the 2006 school year 58.3 % of the 11th grade students passed the APT test with a score of 3 or higher and 47.1 % of the 12th grade students passed the APT test with a score of 3 or higher.

Formative and Benchmark Assessments

During the 2005-2006 school year, Taylor County implemented benchmark assessments in Grades 3 through 10. The assessments were developed with the i-know website. Since this was the implemenation year, the scores were not pulled to a county level for review. During the 2006-2007 school year, the assessments were revised and given to all students in grades 3 through 10. The assessments showed an average of 70% of the students making mastery level for reading and 65% for Math.

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

LEP students are identified for inital screening for services by the home language survey all students complete when enrolling in school. The Woodcock Munoz is given to assess the students for the program. Students recieving scores at Levels One through Three drecieve direct services with Level students recieving consult services. Level 5 students are considered fluent and do not recieve LEP services.

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

For the 2005-2006 school year, Taylor County had one LEP student whom scored at the average level and recieved consultative support. During 2006-2007 Tayor County Schools has only one LEP student. The student scored at Level 5 for Listening, and Speaking, and Level 4 for Reading, Writing, and Comprehension for an overall score of level 4. This would rate the student as average.

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

During the 2005-2006 school year, there were no LEP students in a grade level tested by WESTEST. During the 2006-2007 school year, Taylor County Schools has one student in the LEP program, and there were not in a grade level being tested with WESTEST.

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

There were no LEP students in grades which take the WESTEST. In 2006-2007 there were no LEP student in grade which takes the WESTEST.

PRIORITIES

1. Meeting Adequate Yearly Progress - (AYP) in Mathematics and Reading/Language Arts in all sub-groups

2. WV Writing Assessment - Shifting writing skills from a dependence on paper/pencil to technology/electronic proficiency.

3. Attendance - Increasing attendance of students, especially with regard to students in the Lower Socio-Economic Status - (SES) sub-group.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Attendance rate from 2003-2004 has increased by 5.1%, from an average of 93.2% to 98.3%. For 2005-2006 the ADA and Accountability Rates for Attendance are:

	04	05	06	07
Anna Jarvis	93.9	98.39	94.2	98.4
Flemington	95.1	98.46	95.8	98.6
West Taylor	94.6	97.98	94.7	98.3
TCMS	92.3	96.58	93.5	97.4
GHS	93.1	97.28	95.8	
Taylor County	93.5	97.49	94.6	98.0

During the 2006-2007 school year, the average daily attendance rates for all schools and the county showed a slight decrease while remaining above the 95% overall percentage for ADA but showed an increase in attendence rate for the accountablity group for NCLB.

Discipline Referral Report

There were 11 students referrred to and serviced by the ALC for Safe Schools violations during the 2005-2006 school year. The major offense of Threats to School Staff. A comparison of the 2004-2005 and 2005-2006 discipline data showed the following: Anna Jarvis - 5 fewer students were reported for discipline in 2005-2006 with 11 fewer incidents but an increase of 17% in the # of special education students committing offenses Flemington: 31 fewer students were reported with 110 fewer incidents but again a 17% increase in the # of special education students committing offenses. West Taylor reported one less students and 17 fewer incidents and a 10% drop in the # of sp. ed. students committing offenses. TCMS: 48 more students committed incidents and 322 more incidents were reported. There was a 7% drop in the # of sp. ed. students committing offenses. GHS: 62 more students and 514 more incidents were reported in

2005-2006. There was a 5% drop in special education students committing offenses. In 2005-2006 378 males were reported as having committed an offense while only 173 females were reported. 78% of all offenses listed were committed by regular education (22% special education). The county special education population is slightly over 18%. In 2006-2007 Anna Jarvis showed an increase in incidents with 32 different students involved with the same balance betwen special ed and regular ed. students. For Flemington Elementary, there was an increase in incidents with a decrease in special ed. students involved. West Taylor Elementary remained the same with incidents and balance between special education and regular education students. Taylor County Middle School and Grafton High School showed a slight decrease in incidents with the same balances between special education and regular education.

Dropout Rates/Graduation Rates (by subgroup if available)

The graduation rate over the past three years (2002, 2003, & 2004) averaged 87.9%. The graduate rate dropped for the 2005 school year to 80.3 for all students and 70.00 for special education students. The drop out rate for all students decreased in 04-05 to 3.85 for the all group but increased for special education fron 7.46 to 10.56. Taylor County was selected for monitoring due to an increasing drop out rate and disportionality with the all group for the drop out rate during the 2004-2005 school year. During the 2006-2007 school year, the county showed a decrease in drop out for the all group and special education subgroup. The special education subgroup will be at 7% or less and will hit the target set to complete the monitoring plan for special education. The graduation rate for 2006-2007 is 80% which reversed a 5 year decreasing trend for the graduation rate. GHS met AYP with the graduation rate for 2006-2007.

PRIDE Survey

According to the 2005 Pride Survey, an average of 26% of students in Taylor County in grades 6 through 12 reported using tobacco, with cigarettes being the most popular choice. Smokeless Tobacco was the most popular in high school. An average of 30% of the students Grades 6 through12 reported drinking beer, with 6th reporting 14.5% and 12th grade reporting 55.6%. The percentages for liquor were slightly lower at 21% with 6th reporting 8.0% and 12th reporting 51%. 12th graders again reported the highest percentage for marijuana and 6th the lowest at 2.1. There were two spikes in percetages at the 8th and 10th grade levels. Less than 10% at any grade level was reported for the use of any of the drugs questioned about in the survey. 8th grade students reported the highest use with any of the drugs except for Uppers and Downers. Inhalents were the drugs reported with the highest use. Most students reported using alcohol at a friend's hose but using Inhalants at home. Weekend was the most frequent time reported for using alcohol and drugs. The majority of students reported is was not easy to get drugs, alcohol or tobacco. However, fewer that 40% reported that beer was harmful with only an average of 45% saying that alchohol was harmful. Over 70% reported that they drugs were harmful with marijuana recieving the lowest percent and cocaine the highest. More males that females reporting using tobacco, alcohol or drugs. Concerning violence: 2.9% reported bring a gun to school; 5.9 reported thinking of suicide; 35.6 reported threatening another students with violence; 21.5 reported being trouble with the police, and 24.5 reported being afraid at school of violence.

Youth Risk Behavior Survey

CIMP Self Assessment

For the self assessment for 2005-2006, Taylor County had 27 compliant indicators, 1 needs improvment indicator, 15 non-compliant indicators, and 2 not applicable indicators. Taylor County showed progress on all indicators identified during the 2004-2005 selft assessment. The areas of concern were: highly qualified, timelines for annual reviews, IEP conponents, prior written notice, the percentage of special education students in the district, the graduation rate, the drop out rate, disporportionality with suspension rates, AYP progress, the number of students serviced in a separate class setting, age appropriate service setting for one class at the Middle School, classroom facilites at GHS, transition services, post secondary college enrollment, and notification of transfer of rights. During the 2006-2007 school year, Taylor County continued to show improvement in the special education indicators with half the number of non compliant indicators. There were 25 compliant indicators, 3 needs improvment, 7 noncompliant, and 11 not applicable indicators. The areas of non-compliance were highly qualified, timelines for annual reviews, IEP components, prior written notice, required procedures for suspensions beyond ten cumulative days, classrooms in close proximity to classrooms for age appropriate non-exceptional peers, and transition.

Special Education Data Profiles

For the 2004-2005 Taylor County had more than 10% above the state average for special education students proficient in reading at the 3rd grade reading level. For 2005-2006, we showed 10% above state average for students serviced more than 80% of the day in general education classes, and was above the state average by 2% for students serviced more than 60% of the day in special education classes. Improvement was noted in AYP for all programatic levels for special education students. IN 2006-2007, the district contnued to show a decline in the percentage of special ed. students in comparision with state data. The areas of behavior disorders, other health impaired, and preschool special needs the county shows an under-representation while learning disablilties shows a higher percentage. The district incresed in the percentage of students in separate class and regular education full time. The district showed higher percentages for proficient in math than the state.

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

There were two students recieving LEP services for the 2005-2006 school year. This has been the average for the past three years. This is less than one percent of the student population. Taylor County School had one LEP student for the 2006-2007 school year. This student enrolled in December 2006. This continues to be the status for the county LEP population and continues to represent less than one percent of the population for the 2007-2008 school year, to date.

LEP - What are the major language groups?

The major language group for the 2005-2006 school year was German. This was the same for the 2004-2005 school year. German continues to be the language group for the LEP students in Taylor County for the 2006-2007 school year. This remains constant, to date, for the 2007-2008 school year.

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

Taylor County Schools has had no students identifed as immigrant for the past five school years (FY 04, FY 05, FY 06, FY 07, and FY08 to date).

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

Taylor County Schools has had no students identified as migrant for the past five school years (FY 04, FY 05, FY 06, FY07 and FY 08 to date).

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

Less than one percent of the student population recieved LEP services during the last two school years (2005-2006 and 2006-2007). One student recieved Level One services during the 2006-2007 school year. To date, it is anticipated that this will remain constant for the 2007-2008 school year.

PRIORITIES

1. Attendance - Increasing attendance of students, especially with regard to students in the Lower Socio-Economic Status - (SES) sub-group.

2. Meeting Adequate Yearly Progress - (AYP) in Mathematics and Reading/Language Arts in all sub-groups

3. WV Writing Assessment - Shifting writing skills from a dependence on paper/pencil to technology/electronic proficiency.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Taylor County recently experienced a monitoring visit by the Office of Education Performance Audits - "OEPA", specifically visiting the Taylor County Middle School, as a result of this particular school's difficulty in maintaining "AYP" - Adequate Yearly Progress for the past two school years.

Monitoring Reports (Special Education and NCLB)

Taylor County Schools was identified for special education monitoring due to the drop-out rate for special education students during the 2004-2005 school year. Overall the drop-out rate has increased for all students (*with a corresponding decrease in graduation rate*) and there is a dis-proportional amount of special education students dropping out. Over 35% of the drop-outs in 2004-2005 were special education students. Improvement was noted (*although still high*) for the 2005-2006 school year with 28% of the students being special education. During the 2006-2007 school year the drop out rate for special education students dropped to 7% and making the target for the monitoring report. It is expected the county will come off monitoring for the upcoming school year.

Walkthrough Summmaries

Individual building administrators are responsinble for conducting "Classroom Walk-throughs" in their buildings. Results of their observations are expected to influence the school level 5-Year Strategic plans including the proposed staff development activities/action plans, etc. Plans include building administrators receiving additional training focused on the implementation of the use of "Palm Pilot" technology for electronic recording of classroom observation via "Classroom Walkthrough" model. This will be in response to the initiative addressing the incorporation of technology and 21st Century Learning skills throughout the county school system. According to principal reports, 48% of the staff demonstrated differentiated instruction, 26% demonstrated a highly engaged classroom for the full instructional period, 52% demonstrated use of data to drive instruction, and 37% demonstrated effective collaboration techniques.

Highly Qualified Personnel Report

At the start of the 2005-2006 school year, five special education teachers were not considered highly qualified. By the end of the school year this number had dropped. More recently, however, Taylor County has continued to experience staff changes through attrition as well as staff shifting (*tranferring to other locations within the county*). A number of these changes in teaching assignment/location, etc., have created additional situations where the "highly qualified" status of some involved will require attention. Funding to support this issue will continue to be set aside in the federal programs budgets including Title 1, Title II in accordance with state and county policy. This funding availability practice will continue for the 2007-2008 school year.

Digital Divide Report (Technology)

1. Additional staff development training continues to be needed in order to improve curriculum integration which includes such things as training on specific software and hardware identified for improving instruction. [This includes a need to ensure that the number of hours for training focused on technology integration be increased.]
2. As technology capabilities continue to be developed, it will be important for the county to ensure that increasing numbers of computers with Windows XP and/or Vista capabilities be provided.
3. It is apparent that an increase in the number of courses via on-line and virtual school deliveries be available for the regular, remedial instructional programs, as well as for the identified "at-risk" population.

PRIORITIES

1. Meeting Adequate Yearly Progress - (AYP) in Mathematics and Reading/Language Arts in all sub-groups

2. WV Writing Assessment - Shifting writing skills from a dependence on paper/pencil to technology/electronic proficiency.

3. Attendance - Increasing attendance of students, especially with regard to students in the Lower Socio-Economic Status - (SES) sub-group.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: By 2013-2014 each sub-group of students will make incremental annual progress toward reaching 100% proficiency in Mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percent of proficient students in the area of Mathematics achievement will increase by a minimum of 2.5 percentage points from each preceeding school year.	1.1 Math Achievement	78.90	91.40

Goal 2: By 2013-2014 each sub-group of students will make incremental annual progress toward reaching 100% proficiency in Reading/Language Arts.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percent of proficient students in the area of Reading/Language Arts achievement will increase by a minimum of 2.25 percentage points from each preceeding school year.	2.1 Reading Achievement	81.30	92.50

Goal 3: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To improve the technology infrastructure, equipment and software by eliminating all Windows 95 and Windows 98 computers and up-dating curriculum software.	3.1 Technology Improvement	0.00	100.00

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

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To increase the identification and involvement of students to the Student Assistance Team by 10%.	4.1 Student Assistance Team	125.00	180.00
4.2	To improve attendance of identified at risk students, reduce repeat ATOD/violence policy violations and improve academic performance of students participating in the student assistance program by 15% during the 2006-2007 school year.	4.2 Student Assistance Program	0.00	70.00
4.3	To reduce disciplinary infractions related to bullying, harassment, and/or intimiation by fellow students by 10%.	4.3 Bullying	0.00	61.00
4.4	To increase skill of students in utlizing non-violent means to solve interpersonal conflict by 10%	4.4 Peer Mediation	0.00	55.00
4.5	To increase skills of students in rejecting alcohol, tobacco, and/or other drug use by 5%. Number listed to the right are percent.	4.5 ATOD Skills	0.00	65.00
4.6	To reduce the number of alcohol, tobacco, and/or other drug policy violations by 10%.	4.6 ATOD Violations	0.00	12.00
4.7	To assure the appropriate administration and coordination of the Title IV program.	4.7 Title IV Coordination	0.00	100.00

Goal 5: The Taylor County Board of Education will establish a Drop-Out Prevention Campaign that works toward a 100% graduation rate.

	Objective	Objective Short Name	Baseline	5-year Target
5.1	The percent of students graduating from Grafton High School will increase incrementally each year until such time that ALL students graduate and drop-out has been eliminated.	5.1 Drop Out Prevention	0.00	95.00

Goal 1: By 2013-2014 each sub-group of students will make incremental annual progress toward reaching 100% proficiency in Mathematics.

Objective 1.1 The percent of proficient students in the area of Mathematics achievement will increase by a minimum of 2.5 percentage points from each preceeding school year.

As measured by:
WESTEST

Baseline Data 78.90

Targets		Actual	
2005-2006	81.40	**2005-2006**	83.03
2006-2007	83.90	**2006-2007**	79.00
2007-2008	86.40	**2007-2008**	N/A
2008-2009	88.90	**2008-2009**	N/A
2009-2010	91.40	**2009-2010**	N/A

Goal 2: By 2013-2014 each sub-group of students will make incremental annual progress toward reaching 100% proficiency in Reading/Language Arts.

Objective 2.1 The percent of proficient students in the area of Reading/Language Arts achievement will increase by a minimum of 2.25 percentage points from each preceeding school year.

As measured by:
WESTEST, WV Writing Assessment

Baseline Data 81.30

Targets		Actual	
2005-2006	83.50	**2005-2006**	83.60
2006-2007	85.80	**2006-2007**	79.00
2007-2008	88.00	**2007-2008**	N/A
2008-2009	90.30	**2008-2009**	N/A
2009-2010	92.50	**2009-2010**	N/A

Goal 3: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology.

Objective 3.1 To improve the technology infrastructure, equipment and software by eliminating all Windows 95 and Windows 98 computers and up-dating curriculum software.

As measured by:
Currently in all schools, approximately 77% of all computers are Windows 95 and Windows 98. To decrease the percentage over the next five years and achieve all Windows XP operating systems and above.

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	21.40
2006-2007	53.00	**2006-2007**	46.60
2007-2008	68.00	**2007-2008**	N/A
2008-2009	87.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

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

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

Baseline Data 125.00

Targets		Actual	
2005-2006	125.00	**2005-2006**	123.00
2006-2007	138.00	**2006-2007**	180.00
2007-2008	150.00	**2007-2008**	N/A
2008-2009	162.00	**2008-2009**	N/A
2009-2010	180.00	**2009-2010**	N/A

Objective 4.2 To improve attendance of identified at risk students, reduce repeat ATOD/violence policy violations and improve academic performance of students participating in the student assistance program by 15% during the 2006-2007 school year.

As measured by:
Student Assitance Program logs, attendence rates, WVEIS discipline data

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	40.00	**2006-2007**	40.00
2007-2008	50.00	**2007-2008**	N/A
2008-2009	60.00	**2008-2009**	N/A
2009-2010	70.00	**2009-2010**	N/A

Objective 4.3 To reduce disciplinary infractions related to bullying, harassment, and/or intimiation by fellow students by 10%.

As measured by:
WVEIS discipline data and student and parent surveys

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	94.00
2006-2007	84.00	**2006-2007**	118.00
2007-2008	76.00	**2007-2008**	N/A
2008-2009	68.00	**2008-2009**	N/A
2009-2010	61.00	**2009-2010**	N/A

Objective 4.4 To increase skill of students in utlizing non-violent means to solve interpersonal conflict by 10%

As measured by:
WVEIS discipline data, students and parent surveys, and data regarding the number of students using peer mediation

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	40.00	**2006-2007**	51.00
2007-2008	45.00	**2007-2008**	N/A
2008-2009	50.00	**2008-2009**	N/A
2009-2010	55.00	**2009-2010**	N/A

Objective 4.5 To increase skills of students in rejecting alcohol, tobacco, and/or other drug use by 5%. Number listed to the right are percent.

As measured by:
student and parent surveys

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	56.00
2006-2007	50.00	**2006-2007**	59.00
2007-2008	55.00	**2007-2008**	N/A
2008-2009	60.00	**2008-2009**	N/A
2009-2010	65.00	**2009-2010**	N/A

Objective 4.6 To reduce the number of alcohol, tobacco, and/or other drug policy violations by 10%.

As measured by:
WVEIS discipline data

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	20.00
2006-2007	18.00	**2006-2007**	18.00
2007-2008	16.00	**2007-2008**	N/A
2008-2009	14.00	**2008-2009**	N/A

2009-2010	12.00	**2009-2010**	N/A

Objective 4.7 To assure the appropriate administration and coordination of the Title IV program.

As measured by:
Title IV Grant Application

Baseline Data 0.00

Targets		Actual	
2005-2006	100.00	**2005-2006**	100.00
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 5: The Taylor County Board of Education will establish a Drop-Out Prevention Campaign that works toward a 100% graduation rate.

Objective 5.1 The percent of students graduating from Grafton High School will increase incrementally each year until such time that ALL students graduate and drop-out has been eliminated.

As measured by:
WVEIS records, Transcript review, Graduation Class lists

Baseline Data 0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	79.70
2007-2008	85.00	**2007-2008**	N/A
2008-2009	90.00	**2008-2009**	N/A
2009-2010	95.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Rigorous Performance in Core Subjects	**Title I compliance –"Innovative approaches to meeting subgroup needs"** **There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research.** **The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.** **Lezotte, Lawrence W. (1991) *Correlates of Effective Schools*. Okemis, MI Effective Schools Products, Ltd.** **Title I compliance – "Innovative approaches to meeting subgroup needs."** **(**Coordination Requirements for disabilities, LEP, Migratory Children, Neglected and Delinquent **)** **Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home.** **Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur.** **Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.** **Marzano, Robert J. (2003). What Works In Schools. Alexandria, Va. Association for the Supervision and Curriculum Development** **Payne, Ruby K. (1996). A freamwork for understanding Poverty. Highlands, TX. Aha! Process, Inc.**
21st Century Content	**Title I compliance – "Frequent monitoring of student progress: formative assessments."** **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, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)***

	Title I compliance – "Frequent monitoring of student progress." **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)**
Standards-Based Curriculum	**Title I compliance – "Frequent monitoring of student progress: formative assessments."** **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, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)*** **Title I compliance – "Frequent monitoring of student progress."** **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)**
Prioritization and Mapping	**Title I compliance – "Frequent monitoring of student progress: formative assessments."** **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, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)*** **Title I compliance – "Frequent monitoring of student progress."** **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)**
Pre K-12 Literacy Model	**Title I compliance – "Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners."** **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)**
Instructional Management	**Title I compliance – "Frequent monitoring of student progress: formative assessments."** **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, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)*** **Title I compliance – "Frequent monitoring of student progress."** **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)**
Standards-Based Unit and Lesson Design	**Title I compliance – "Frequent monitoring of student progress."** **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)
Differentiated Instruction	**Title I compliance – "Strategies for providing social, emotional, and academic support."** **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)** **Title I compliance –"Innovative approaches to meeting subgroup needs"** **There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research.** **The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.** **Lezotte, Lawrence W. (1991) *Correlates of Effective Schools*. Okemis, MI Effective Schools Products, Ltd.** **Title I compliance – "Innovative approaches to meeting subgroup needs."** **(**Coordination Requirements for disabilities, LEP, Migratory Children, Neglected and Delinquent **)** **Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home.** **Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur.** **Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom.** **Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.** **Marzano, Robert J. (2003). What Works In Schools. Alexandria, Va. Association for the Supervision and Curriculum Development** **Payne, Ruby K. (1996). A freamwork for understanding Poverty. Highlands, TX. Aha! Process, Inc.**
Authentic Classroom Assessments	**Title I compliance – "Frequent monitoring of student progress: formative assessments."**

	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, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)***
Adjustment of Instructional Time	**Title I compliance – "Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners."** **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)**
Highly Qualified Teachers	**Title I compliance – "Professional Development"** **We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.** **Guideline #1: Recognize Change as Both an Individual and Organizational Process** **Guideline #2: Think *Big*, but Start *Small*** **Guideline #3: Work in Teams to Maintain Support** **Guideline #4: Include Procedures for Feedback on Results** **Guideline #5: Provide Follow-Up, Support, and Pressure** **Guideline #6: Integrate Programs** **What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.** **Thomas Guskey (1995)** Title I compliance – "Highly Qualified Teachers"

	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. **Title I compliance – "Highly Qualified Teachers"** **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**
Culture of Support and Trust and Collaboration	**Title I compliance – "Strategies for providing social, emotional, and academic support."** **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)** **Title I compliance – "Innovative approaches to meeting subgroup needs."** **(**Coordination Requirements for disabilities, LEP, Migratory Children, Neglected and Delinquent **)** **Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home.** **Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur.** **Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom.** **Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.** **Marzano, Robert J. (2003). What Works In Schools. Alexandria, Va. Association for the Supervision and Curriculum Development** **Payne, Ruby K. (1996). A freamwork for understanding Poverty. Highlands, TX. Aha! Process, Inc.**
Leadership Development	**Title I compliance – "Professional Development"** **We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways**

	that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time. **Guideline #1: Recognize Change as Both an Individual and Organizational Process** **Guideline #2: Think *Big*, but Start *Small*** **Guideline #3: Work in Teams to Maintain Support** **Guideline #4: Include Procedures for Feedback on Results** **Guideline #5: Provide Follow-Up, Support, and Pressure** **Guideline #6: Integrate Programs** **What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.** **Thomas Guskey (1995)** **Title I compliance – "Highly Qualified Teachers"** **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**
Understanding the Need to Develop 21st Century Graduates	**Title I compliance – "Professional Development"** **We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are *procedural guidelines* that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.** **Guideline #1: Recognize Change as Both an Individual and Organizational Process** **Guideline #2: Think *Big*, but Start *Small*** **Guideline #3: Work in Teams to Maintain Support** **Guideline #4: Include Procedures for Feedback on Results** **Guideline #5: Provide Follow-Up, Support, and Pressure** **Guideline #6: Integrate Programs** **What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional**

	development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained. **Thomas Guskey (1995)**
Professional Development for School Strategic Planning Committees	**Title I compliance – "Proactive Parent Involvement System"** **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).<:namespace prefix = o /><:namespace prefix = o />** **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."** **Title I compliance – "Parents as respected and valued partners"** **A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include:** **leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs** **with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on** **partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).** **Title I compliance – "Strategies for providing social, emotional, and academic support."** **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)**
Support for the Work of the School Strategic Planning Process	**Title I compliance – "Strategies for providing social, emotional, and academic support."** **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**

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Analyze Trends and Establish Priorities for School Improvement	**Title I compliance –"Innovative approaches to meeting subgroup needs"** **There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research.** **The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.** **Lezotte, Lawrence W. (1991) *Correlates of Effective Schools*. Okemis, MI Effective Schools Products, Ltd.**
Time and Resources to Support School-Based Learning Communities	**Title I compliance – "Frequent monitoring of student progress: formative assessments."** **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, Summative versus Formative Assessment, *Teaching and Learning Technologies, TIP)*** **Title I compliance – "Frequent monitoring of student progress."** **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)**
Culture that Accepts Responsibility for Students	**Title I compliance – "Strategies for providing social, emotional, and academic support."** **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**

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Strategies that Develop Students having 21st Century Learning Skills	**Title I compliance – "Strategies for providing social, emotional, and academic support."** **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.<:namespace prefix = o /><:namespace prefix = o />** **Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development.**

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Title I compliance – "Effective preschool early intervention programs"

This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale & Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.

Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.

Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies (Reynolds, 2000; Reynolds et al., 2001)

The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn.

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

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

Title I compliance: "Effective student transitioning Pre-k to post secondary"

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, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.** **Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.** **Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.** **Middle School Transition Research:** **Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.** **Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.** **Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.** **"Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin** **Source: National Middle School Association info@nmsa.org** **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**
Effective Transition Pre K to Post Secondary	**Title I compliance – "Proactive Parent Involvement System"** **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."**

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

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

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Use of Data to Target Improvement Efforts	**Title I Compliance - "Use of data to target improvement efforts"** **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.) <:namespace prefix = st1 />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.** **Title I Compliance – "Change based on internal and external factors"** **Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort".** **(Fullen 1993) Dufour, Richard and Robert Eaker (1998)**
Collaboratively Developed Strategic Plan	**Title I compliance – "Proactive Parent Involvement System"** **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."** **Title I compliance – "Parents as respected and valued partners"** **A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include:** **leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs** **with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on** **partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district**

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Pre K-12 Mathematics Model	
Classroom Environments	
Research-Based High Yield Instructional Strategies	
Other Strategy Conflict Resolution/Peer Mediation	
Other Strategy Refusal Resistance Skills Training	
Other Strategy Social Skills Training	
Other Strategy Mentoring	

Technology Plan

Submitted by - jstallin@access.k12.wv.us 2007-09-12 16:02:28.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology Needs Assessment

1. Additional staff development training continues to be needed in order to improve curriculum integration which includes such things as training on specific software and hardware identified for improving instruction. [This includes a need to ensure that the number of hours for training focused on technology integration be increased.]
2. As technology capabilities continue to be developed, it will be important for the county to ensure that increasing numbers of computers with Windows XP and/or Vista capabilities be provided.
3. It is apparent that an increase in the number of courses via on-line and virtual school deliveries be available for the regular, remedial instructional programs, as well as for the identified "at-risk" population.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

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

01 - Utilize available TFS and Technology Infrastructure funds to acquire needed equipment and software to support the schools' instructional programs.

02 - Professional Awarenees training regarding 21st Century Learning Skills to all Professional Employees.

03 - Purchase and implement on-line Cyberschool software programming for use by all Taylor County BOE employees.

04 - Provide awarenss training regarding the availability and implementation of the Taylor County Cyberschool (on-line/electronic awareness training).

05 - Earmark available funding to assist schools in up-grading computer labs as appropriate.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	July 1, 2007	June 30, 2009
Purpose To ensure that programs are supported with the need to remain current with 21st century skills.	**Persons Responsible** County Technology Coordinator	**Target Audience** All Schools	**Intended Impact on Audience** Well equipped schools with the ability to respond to student needs
Professional Development None		**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 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

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

01 - Continue implementation and use of the "i-Know" web-site for developing such things as lesson plans and Benchmark Assessments to enhance the ability to track student progress.

02 - Investigate the appropriatenss of utilization of such programs as "Thinkfinity", "Acuity", and/or "SAS", etc.

03 - Purchase, train staff, and implement the "Accelerated Reader" progress monitoring tool for the Middle Childhood programmatic level.

04 - Purchase, train staff and implement the "PALS" progress monitoring tool for the Early Childhood Education programmatic level.

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2009	**Actual Begin Date** July 1, 2007	**Actual End Date** June 30, 2009
Purpose To ensure that programs are supported with the need to remain current with 21st century skills.	**Persons Responsible** County Technology Coordinator	**Target Audience** All Schools	**Intended Impact on Audience** Well equipped schools with the ability to respond to student needs
Professional Development None		**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 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

Action Step TECH/3: Ensure a robust internal communications network

01 - Provide students and teachers with access to the Internet and WVEIS.

02 - Provide such things as data lines, long distance service and voice service throughoutout the county school system.

03 - Schools will implement electronic communication programs such as "EDLINE", "Grade Quick", etc., to enhance communication with parents.

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2009	**Actual Begin Date** July 1, 2007	**Actual End Date** June 30, 2009
Purpose To ensure that programs are supported with the need to remain current with 21st century skills.	**Persons Responsible** County Technology Coordinator	**Target Audience** All Schools	**Intended Impact on Audience** Well equipped schools with the ability to respond to student needs
Professional Development None		**Federal Compliances** Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)	

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

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Plan Section Technology

Associated Goals/Objectives 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

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

01 - Continue to assess school and county needs for computer up-dates and improvement.

02 - Schools will begin implementation of a variety of 21st Century learning tools (as suggested via the "TEACH 21" Professional Development module)to enhance the instructional impact on student achievement.

03 - Provide a variety of electronic equipment (i.e., palm pilots, laptop computers, LED projectors, wireless access, etc.) for use for such things as progress monitoring diagnostics classroom walk-throughs "eWalks", as well as training on the appropriate use of same for affected staff.

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2009	**Actual Begin Date** July 1, 2007	**Actual End Date** June 30, 2009
Purpose To ensure that programs are supported with the need to remain current with 21st century skills.	**Persons Responsible** County Technology Coordinator	**Target Audience** All Schools	**Intended Impact on Audience** Well equipped schools with the ability to respond to student needs
Professional Development None		**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 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

Action Step TECH/5: Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources

01 - Provide Distance Learning (WV Virtual School) opportunities access as needed.

02 - Provide access to electronic tutoring programs such as "Plato" to support credit recovery at the AE programmatic level.

03 - Purchase and implement on-line Cyberschool software programming for use by all Taylor County BOE employees

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	July 1, 2007	June 30, 2009
Purpose To ensure that programs are supported with the need to remain current with 21st century skills.	**Persons Responsible** County Technology Coordinator	**Target Audience** All Schools	**Intended Impact on Audience** Well equipped schools with the ability to respond to student needs
Professional Development None		**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 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

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

01 - Up-grade and improve county and school-specific web-sites (web-pages).

02 - Investigate the expansion of the utilization of the "Ed-line" and "Grade Quick" software programs.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	July 1, 2007	June 30, 2009
Purpose To ensure that programs are supported with the need to remain current with 21st century skills.	**Persons Responsible** County Technology Coordinator	**Target Audience** All Schools	**Intended Impact on Audience** Well equipped schools with the ability to respond to student needs
Professional Development None		**Federal Compliances** Technology 06-21st Century Parent/Community/Partnership Collaboration	

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

Action Step TECH/7: Provide professional development for using the telecommunications network for training teachers and adminstrators to improve the integration of 21st century tools and resources

01 - Support staff participation in Teacher Leadership Institute (July 29 - Aug 3).

02 - Support Building level Technology Coordinators' acquisition of skills an all areas of technology by encouraging participation in available WVDE-sponsored and /or other appropriate professional development training sources.

03 - Encourage staff participation in WVDE sponsored on-line professional development WEBINARs and other varieted workshops.

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	July 1, 2007	June 30, 2009
Purpose To ensure that	**Persons Responsible**	**Target Audience** All	**Intended Impact on**

programs are supported with the need to remain current with 21st century skills.

County Technology Coordinator

Schools

Audience Well equipped schools with the ability to respond to student needs

Professional Development None

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

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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

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

01 - Collaborate with RESA VII technicians to provide timely maintenance of computers, infrastructure and all technology in the schools.

02 - Reduce possible harm to computer systems via use of available preventative anti-viral program software and "Deep Freeze".

Projected Begin Date July 1, 2007

Projected End Date June 30, 2009

Actual Begin Date July 1, 2007

Actual End Date June 30, 2009

Purpose To ensure that programs are supported with the need to remain current with 21st century skills.

Persons Responsible County Technology Coordinator

Target Audience All Schools

Intended Impact on Audience Well equipped schools with the ability to respond to student needs

Professional Development None

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 1.1 Math Achievement ,2.1 Reading Achievement ,3.1 Technology Improvement

Associated High Yield Strategies Time and Resources to Support School-Based Learning Communities ,Understanding the Need to Develop 21st Century Graduates

Action Step TECH/9: Collaborate with adult literacy providers

01 - Collaborate with Adult Literacy Providers to ensure open access to needed school and/or county computer labs for use by Adult Literacy instruction.

Projected Begin Date July 1, 2007

Projected End Date June 30, 2009

Actual Begin Date July 1, 2007

Actual End Date June 30, 2009

Purpose To ensure that programs are supported with the need to remain current with 21st century skills.

Persons Responsible County Technology Coordinator

Target Audience All Schools

Intended Impact on Audience Well equipped schools with the ability to respond to student needs

Professional Development None

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	27,360.00		21,432.00	5,928.00
		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	2,820.00		2,256.00	564.00
		Paging	0.00		0.00	0.00

		Voice	8,576.00	6,861.00	1,715.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	38,756.00	30,549.00	8,207.00
TFS/Elementary E-rate Application	2008	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	27,360.00		21,432.00	5,928.00
		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	2,880.00		2,190.00	690.00
		Paging	0.00		0.00	0.00
		Voice	19,140.00		14,514.00	4,626.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	49,380.00		38,136.00	11,244.00
TFS/Elementary E-rate Application	2007	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	29,160.00		22,413.60	6,746.40
		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	15,780.00		12,378.00	3,402.00
		Paging	0.00		0.00	0.00
		Voice	24,000.00		18,540.00	5,460.00
		WAN	0.00		0.00	0.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	68,940.00		53,331.60	15,608.40
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00		0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	0.00		0.00	0.00
		Data Lines	19,485.00		14,938.50	4,546.50
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	1,680.00		1,254.00	426.00
		Paging	0.00		0.00	0.00
		Voice	20,400.00		15,420.00	4,980.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	41,565.00		31,612.50	9,952.50
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?	04/09/2002
3. When was the public meeting held for CIPA Compliance?	06/12/2001
4. Provide the URL to your acceptable use policy.	www.taylorcountyboe.net

	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?	6	1	7
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

Process Monitoring

Evaluation Process