

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

**TYLER COUNTY SCHOOLS BOARD OF EDUCATION AND TRANSPORTATION**

P.O. BOX 25

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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

<b>Administration</b>	Director of Technical Education	Rick Coffman
	WVDE	David Scragg
	RESA V	Ron Nichols
	Higher Education	Shelia Gillroy
	Economic Development Director	Eric Peters
	Executive Director of C & I	Susan Boyles
	Director of Personnel	Duane Dober
	Director of Special Education	Melinda Walton
	Treasurer	Jeff Davis
	Director of Food Services and Maintenance	Rick Leach
	Transportation Director	Troy Smith
	Principal, AI Boreman	James Brown
	Superintendent	Jeff Hoover
	Principal, Sistersville Elementary	Robin Daquilante
	Principal, Tyler Consolidated Middle School	Ed Stombock
Principal, Tyler Consolidated High School	Sandy Weese	
<b>Business &amp; Community</b>	Business Partner	Larry Prunty
	Business Partner	Sharon Brightwell
	Business Partner	Beri Jean Fox
	Reporter, Tyler Star News	Barry Harter
	LSIC	Kelly Quinn
<b>Other</b>	Board of Education	Jimmy Wyatt
	Board of Education	Ralph Boone
	Board of Education	Linda Hoover
	Board of Education	Larry Thomas
	Board of Education	Ken Hunt
<b>Parents</b>	Parent	Sue Pelikan
	Parent	Roseane Eastham
	Parent	Karen Baker
	LSIC	Karen Gaiser
	LSIC	Lisa Seagrave
	Parent	Cindy Peters
	LSIC	Kathy Michael
	Parent	Diane Rice
	LSIC	Debbie Kelly
	LSIC	Marsha Weese
<b>Service Personnel</b>	Parent	Sandy Cochran
	Parent	Beth Tuttle
	Parent	Beth Rucker
	Secretary	Jan Wells
	Secretary	Yvonne Smith
	Custodian	Steve Eastham
	Secretary	Jan Kirk
	Service	Debbie Bennett
	Custodian	Patty Kester
	Secretary	Pasty Fletcher
<b>Students</b>	High School	Lauren Patterson
	High School	Andrew Koerber
	Middle School	Skyler Kinnard
	Middle School	Gabrielle Clegg
<b>Teachers</b>	Librarian	Tracy Summers
	Teacher	Suzette Miller
	Teacher	Becky Ferrebee
	Teacher	Dawn Knowlton
	Teacher	Judy Tice
	Guidance Counselor	Terri McCoy
	Teacher	Barbara Maston

	Teacher	Amanda Kimble
	Teacher	Susan Gates
	Teacher	Tricia Feldmeier
	Teacher	Colleen Folger
	Teacher	Peggy Koerber
<b>Technology Committee</b>	Chairperson (Technology)	Carl Rucker

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 mission of Tyler County Schools is to provide a student centered education that assures all students reach their highest potential and graduate demonstrating the mastery of skills necessary to become productive citizens.

## **CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT**

### **We believe...**

1. We believe in student equality. An ethical school system requires fair treatment, honesty, openness, integrity and mutual respect for all.
2. We believe in the importance of communication. Communication among the school, home, and community is essential to success.
3. We believe students are individuals. The role of schools is to produce independent and analytical thinkers thereby assuring opportunities for each student to reach their highest potential.
4. We believe students must be prepared. Students will be equipped with the skills and knowledge necessary to contribute to and succeed in a democratic and global community.
5. We believe students must be healthy. It takes an educated child to be healthy and a healthy child to be educated; therefore, all students and staff will develop and promote healthful living.
6. We believe students come first. Students learn in different ways and at different rates; therefore, teaching and learning will be student centered.

# Annual Budget

## Required Strategic Plan Budget Funding Source Totals

<b>Funding Source</b>	<b>Amount</b>
County	2,000.00
Local Levy/Bond Money	25,000.00
Technology E-rate	36,366.35
Technology E-rate County Match	9,091.57
Technology Local Share	6,318.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	22,795.00
TFS/Elementary Technology	21,090.00
TFS/Secondary Technology	26,010.00
Title II	111,079.00
Title IV Safe and Drug Free Schools	9,252.60
Title V	57,692.50
<b>Total</b>	<b>\$ 326,695.02</b>

# DATA ANALYSIS

## A. EXTERNAL DATA ANALYSIS

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

In 1984 the total net enrollment for Tyler County Schools included 2348 students. Starting thereafter and ending in 2002, Tyler County Schools has experienced an eighteen-year period of steady decline that resulted in a significant loss in total net enrollment. In fact, during that eighteen-year period the end result was a loss of 818 students. Over the past five years, the schools' enrollment has leveled out, fluctuating less than one percent. In summary, there has been a thirty-two percent decline in total net enrollment in the past twenty-three years; nine percent in the past twelve years and one percent increase in the past four years. Implications for our system includes a reduction in the number of educators and service personnel required.

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

Based on the previous six year's total net enrollment, less than one percent of the student population in Tyler County Schools falls into categories other than non-white. Statistically, comparisons based solely on race and ethnicity is insignificant in total enrollment and in relation to trend data. At this juncture, the implications are insignificant.

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

Over the past several years, Tyler County's socio-economic population changes have shown increases in the free and reduced lunch population. In October of 2006 Arthur I. Boreman had 435 students enrolled. Of these students, 187 received free meals and 32 received reduced meals which calculates to 50.3% of students receiving free or reduced meals. Sistersville Elementary had 293 students enrolled. Of these students, 129 received free meals and 29 received reduced meals which calculates to 53.9% of students receiving free or reduced meals. Tyler Consolidated Middle/High School had 891 students enrolled in October 2006. Of these students, 431 received free meals and 113 received reduced meals calculating to 61.1% of students receiving free or reduced meals. According to the West Virginia Department of Education Child Nutrition Program, All Tyler County Schools qualify for Severe Need Breakfasts for 2006-2007 based on the 2006-2007 lunch participation. Also, county boards of education with 60% or more free and reduced price lunches served during the school year 2006-2007 qualify for LUNCH BONUS, which Tyler County falls just under the 60% requirement at 56.9%. Implications include: Students are in more need of support systems, such as, 1) homework assistance, 2) tutoring, and 3) parental support.

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

Residential home construction in Tyler County has increased slightly over the last seven years. However, Tyler County's population has an increasing age populous that is eligible for the homestead exemption. The Class III and Class IV property have remained constant up to the 2003- 2004 year when Witco Corporation, Tyler County's largest taxpayer became eligible for \$100 million dollar in new equipment tax exemption. This tax exemption is valid for a period of ten years. Tyler County's tax base has remained fairly constant other than the change to Class III property. Implications include: 1) with increased economic demands, families need more support systems and 2) Tyler County Schools must continue to monitor their budget to account for a lower tax base income source.

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

A.I. Boreman Elementary School in the past several years has seen a rise in the number of welfare families and a rise in the divorce rate that affect the students in the school. Likewise, at Sistersville Elementary School, many students come from single parent homes and many are being raised by grandparents assisting parents or with the parent(s) absent. Many of the students from single parent homes also have court orders on file preventing a parent or former partner from having any contact with the students. At Tyler Consolidated Middle School, many families with school-aged children are returning to Tyler County usually for financial reasons and structural support (moving in with parents). Many senior citizens are becoming surrogate parents to their own grandchildren, due to divorce, substance abuse or behavioral/criminal problems. At Tyler Consolidated High School a large percentage of students are going home to an unsupervised setting. Many students come from single parent homes or with grandparents in which many report they have little or no control of the child's behavior. The number of free and reduced lunch qualifiers has increased significantly in the past several years and we are serving more student's with disabilities and the number of students with severe handicaps living with foster families has increased. Implications include: 1) Students need more support structures to assist with homework and academic understanding, 2) additional guidance counseling services may be required and 3) schools need to work with community agencies to positively increase the economic conditions.

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

Use of drugs and alcohol is always a concern for parents and community members in our county. Many of our students return to homes after school, which are unsupervised. There has been an increase in juvenile hearings and the number of students on probation in each of our schools. Some of our students reside in dwellings that are too small, and in poor repair, or unclean. The number of students who qualify for free and reduced meals continues to increase countywide. Other social issues include: 1) the percent of students living in poverty is 23.5%; 2) the juvenile delinquency rate is 4.1%; the violent teen death rate is .95% and the child abuse cases are .53%. Additionally the percent of single parent families is 21.6%; the percent of births to un-married teens is 8.4%; the percent of low-birth weight babies is 9.1%; and the percent of births to mothers with less than a twelfth grade education is 18.4%. Implications include: 1) the school system needs to work cooperatively with community agencies to increase the economic conditions and coordinate services for families; 2) programs need to implemented programs to address students in grades Kindergarten through second grade to identify deficits due to lack of support during the first years of life; and 3) additional support is needed for families and children.

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

All students in our county have easy access to technology during the school day and during limited after-school hours. The appropriate use of technology as an instructional delivery strategy continues to be an area where staff members would benefit from frequent staff development, students are more computer literate than some teachers. Tyler County

is presently not equipped to take full advantage of staff development opportunities that are available through various distance-learning initiatives. Computers are not in every household in the county and have a student population of computer "haves" and "have-nots." Tyler County Schools has devoted local funds to the area of technology. The special levy call has a provision to allocate money to technology. Tyler County has 2.39 students to every computer workstation while the state average is 3.18:1. All of Tyler County Schools are wired with Internet connections via T-1 line. Implications include: 1) Availability of technology in after school tutoring or homework help and 2) staff development needs to be provided for teachers and administrators in the area of technology to meet all mandates in the delivery of the curriculum.

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

High School students are encouraged to participate in extra-curricular activities. Teachers and administrators try to make sure that every student is involved in school activities. Parents are encouraged to support their children in these activities. Studies indicate that when the "whole child" is involved in school, they experience more academic success.

**PRIORITIES**

1. Support systems need to be in place for students, including after school programs for tutoring and homework assistance.
2. Schools and the county system need to work cooperatively with community agencies to increase economic conditions.
3. Early intervention programs need to be implemented and improved.
4. Staff development needs to be provided for teachers and administrators to assure the delivery of CSO's and a 21st Century curriculum.

**B. STUDENT ACHIEVEMENT DATA ANALYSIS**

**No Child Left Behind School Reports**

Three of the four county schools met Adequate Yearly Progress under WV Achieves, the state No Child Left Behind implementation plan. One hundred percent of all students in grades 3-8 and 10 took the WESTEST or Alternative Test based on the NCLB guidelines. Tyler Consolidated Middle School did not meet AYP because of the "Students with Disabilities" cell size. The cell sizes in the two elementary schools and the high school were below 50 so the scores for students with disabilities do not count for adequate yearly progress. However, there was a significant gap between the disabilities students' scores and the other cell groups' scores.

**WV Writing Assessment**

In 2006-2007, 76% of fourth graders were At or Above Mastery on the Writing Assessment, fourth grade state average was 70%. 75% of seventh graders were At or Above Mastery, just under the state average for seventh graders at 76%. Tenth graders in Tyler County had 94% At or Above Mastery, which was the second highest in the state, with the state average being 87%.

**SAT/ACT Results**

Sixty-seven percent of the TCHS senior class took the ACT in 2006-2007. TCHS's composite score is 22. Very few TCHS seniors (Approx. 1%) take the SAT. The composite score for the SAT is 1193.

**ACT Explore - Grade 8 Middle School**

Tyler County has maintained ACT Explore score above the national average over the past eight years.

**AP Testing Report/AP Rate**

The percentage of twelfth graders at TCHS taking AP tests has always been higher than the state average. In 2006-2007, 13.6% of the students took AP test. Remarkably, of the 15 test scored, 12 TCHS test takers made a score of 3 or higher.

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

Tyler Consolidated High School administered end of the course testing in the following courses: Horticulture, Agriculture and Natural Resources I, Agriculture and Natural Resources II, Agriscience 11, Agriscience 12, Forestry I, Ag. Mechanics, Animal Processing, Office Management, Accounting I, and Accounting II. The target for the year (2006-07) of testing was set by the state at 74% of the students taking the tests scoring at the Mastery Level or above. Tyler County meet the standard in all areas with the exception of Animal Processing and Fundamentals of Drafting. The percent of student passing end of year course technical skills are as follows: Ag & Natural Resources I 81.48%, Ag & Natural Resources II 86.96%, Ag Mechanics I 91.305, Ag Mechanics II 100%, Agriscience 11 92%, Horticulture 77.78%, Greenhouse Technology 47.22%, Accounting Principles I 76.92%, Business Computer Applications I 52.38%, Business Computer Application II 100%, Introduction to Business and Marketing 50.0% Management/Entrepreneurship 72.22%. Scores for the two areas not meeting standard scored as follows: Animal Processing 46% and Fundamentals of Drafting 28%. In 2006-07, the percentage of students taking classes at the joint Technical Center met the state target.

**PRIORITIES**

1. Close the achievement gap between Students with Disabilities and all other cell sub-groups.
2. Early intervention for students with learning problems.
3. Continue to integrate writing across the curriculum.
4. Staff development for all teachers in strategies to assist in learning for all students.

**C. OTHER STUDENT OUTCOMES ANALYSIS**

**Attendance Report (by subgroup if available)**

Tyler County Schools has always maintained a high attendance rate. The lowest attendance rate reported over the last seven years was 94.1% in 1999. The highest attendance rate reported was 96.02% in 2006. We may want to consider the need for a method to track student attendance by subgroups; however, attendance does not seem to be a problem.

**Discipline Referral Report**

The WVEIS System generated discipline referral report limits conclusions, which can be drawn. Utilization of this system to maintain data on discipline referrals is not conducted in

a uniform manner. This report disaggregates data based on gender and ethnicity. Several subgroups are not identified nor disaggregated according. Therefore, annually discipline referrals that warranted suspension are kept for each school. At Tyler Consolidated High School, 38 events requiring suspensions: 12 fighting; 9 battery against another student; 6 insubordinate or defiant behavior; 3 tobacco possession; 1 antisocial conduct; 2 harassment/bullying/intimidation; 2 disruptive behavior/disorderly conduct; 1 felony; 1 disrespectful behavior; 1 possession of inappropriate personal property. Two of the students involved are of black race, the rest white. Twelve of the thirty-eight events involved a special needs student. Tyler Consolidated Middle School, 45 events requiring suspensions: 2 possession/use of alcoholic beverages; 7 theft; 3 defacing school property; 6 physical fights; 3 battery against another student; 9 indecent acts; 1 verbal assault against a student; 2 derogatory remarks; 4 harassment/bullying/intimidation; 3 possession of knives; 1 threat of injury; 1 defiant behavior; 1 verbal assault against employee; 1 inciting behavior that cause disruption; 1 possession and/or use of dangerous weapon. All students were of white ethnicity. Thirty-three of the forty-five events involved a special needs student. Sistersville Elementary School, 1 event requiring suspension: 1 threat of injury or injury. All students were of white ethnicity. This event did not involve a special needs student. Arthur I. Boreman, 6 events requiring suspensions: 3 antisocial conduct; 2 possession of inappropriate personal property; 1 battery against another student. All students were of white ethnicity. Five of the six events involved a special needs student.

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

Tyler County Schools has maintained a very low dropout over the last seven years. According to the West Virginia State Report Cards, Tyler County Schools' dropout rate did not exceed 2.8% and has been as low as 1.3%. In 2001 and 2002 the dropout rate was at an all time low at 1.3% and 1.4% respectively. Statistically, this low percentage can be directly attributed to the county attendance policy that correlated student daily attendance and course credit. The county attendance rate during this time experienced a statistically insignificant increase. However, the unintended result of improving student attendance was academic success in the classroom resulting in fewer dropouts. Change in state policy at the end of the 2002 school year eliminated local educational agencies right to withhold student credit based on daily attendance. Although we continue to experience a low dropout rate, one student dropping out is too many. We continue to look for ways to connect students to the schools and keep them in school.

#### **College Enrollment Rate**

Tyler County has a high college enrollment rate. We continue to encourage and assist students to enroll in post high school education.

#### **Results of Nationally Recognized Physical Fitness Test**

Tyler County has adopted the Fitnessgram and Activitygram for all students grade K-10. This information will be shared and reported throughout the 2006-2007 school year. All physical education teachers have been trained on how to use this assessment and will analyze the data each year. Final reports for the 2006-2007 school year have been entered into the WVEIS System.

#### **Youth Risk Behavior Survey**

The Youth Risk Behavior Survey (YRBS) completed in 2003, revealed the following statistics, based on a class of 30, only 25.4 wore a seatbelt; 22.7 did not ride in a car with a driver who had been drinking alcohol during the past 30 days; 22.8 had not attempted suicide during the past 12 months; 21.5 had not smoked cigarettes during the past 30 days; 16.7 did not drink alcohol during the past 30 days; 23.1 did not use marijuana during the past 30days; 14.4 never had sexual intercourse; 8.6 attended PE class daily; and 6.2 ate five or more fruits and vegetables per day. Additionally, a total of 6.3% received D's and F's during the past 12 months and 5.9% of the students did not go to school in the past 30 days because they felt unsafe at school. The percentage of students who had property damaged on school property in the past 12 months was 29.2. Overall it is not a good picture when considering youth risk behaviors. Information from KIDS COUNT regarding Tyler County's profile also indicates concern for a child's well being. Although slightly below the state number of 67.5 per 100,000 students meeting a violent death between the ages of 15-19, Tyler County had 64.6 in the year 2002. Births to unmarried teens are 9.1% and the child abuse/neglect rate is higher than the states at 14.8 per 1,000 children.

#### **CIMP Self Assessment**

The Tyler County CIMP Self-Assessment Workbook incitates 34 COMPLIANT, 0 NEEDS IMPROVEMENT, 23 NONCOMPLIANT, 9 NOT APPLICABLE, AND 0 NOT ANSWERED. **Citation 9.1.3.I.U - SPP Indicator 12 It is the responsibility of each public agency to collect and maintain current and accurate student data, which verifies the delivery of a free appropriate public education and report data as required: NON COMPLIANT** The Special Education Team Coordinator at each building will facilitate the referral process. The referrals will be sent to the Special Education Director to be entered into the WVEIS system. Once the referral has been entered into WVEIS and MDET Log, the Special Education Director will forward them to the school psychologist with the due date noted at the top. The due date will also be entered into the MDET Log. Once the child has been tested, the school psychologist will return the referral packet and the psycho-educational report back to the Special Education Director. At this time, the date of testing and the date the report was received will be entered into the MDET Log. The Special Education Director will make two copies of the report and forward the copies to the coordinator at the appropriate building. The coordinator will set up the evaluation / eligibility meeting. Once the eligibility meeting has been held, the coordinator will forward the meeting notification and eligibility report to the Special Education Director. The eligibility meeting date will be put into the MDET Log and WVEIS. **Citation 9.1.3.I.V Collect, maintain and disclose personally identifiable student data in accordance with state and federal confidentiality requirements: NON COMPLIANT** A PowerPoint Presentation covering FERPA regulation related to county, state and federal guidelines will be created. Each principal will be responsible for FERPA training for building personnel prior to the start of each school year. The Transportation/Safety Director will be responsible for FERPA training for all bus operators and maintenance employees. Any individual who is hired after the start of the school year will receive FERPA training from the Personnel Director. **Citation 5.1.4.e.B - SPP Indicator 14 When considering transition services for a student with disabilities ages 16 or older, the district must invite a representative of any other agency that is likely to be responsible for providing or paying for the provision of transition services: NON COMPLIANT** All special education teachers of students with disabilities ages 16 or older will be sent reminders throughout the school year with phone numbers of agencies who provide transition services to the students of

**Tyler County which will be used to invite the agency to any meeting when considering transition services. A questionnaire will be developed for all students with disabilities ages 16 or older that reflects the attendance of representatives to the IEP meeting and the impact of the representative on the student.**

#### **Special Education Data Profiles**

Tyler County Schools' special education department has not been subjected to an official on-site monitoring conducted by the West Virginia Department of Education since 1999. At which time very few findings were reported, improvement plans were approved and implemented. Presently, Tyler County School special education department facilitates a "Continuous Improvement and Focused Monitoring Process" as mandated by the West Virginia Department of Education's Office of Special Education. The 2006-2007 report documented three areas of noncompliance. Improvement plans are in place that will address each issue. Annually, Tyler County Schools evaluates and reports progress to the state department as required. In addition, we will revisit the "Continuous Improvement and Focused Monitoring Process" during the 2007-2008 school year.

### **PRIORITIES**

1. Increase physical activities for all students.
2. Increase student knowledge of healthy living.
3. Assist students in becoming responsible citizens and able to make good decisions.

## **D. CULTURE AND CONDITIONS ANALYSIS**

#### **Office of Performance Audits Compliances and Recommendations**

Tyler County last visit from the Office of Performance Audits was during the 2003-2004 school year. The non-compliance and recommendations were revisited during the fall of the 2004 school year. All non-compliances were met and the recommendations acted upon. All schools received a full accreditation rating except one. Tyler Consolidate Middle School received a rating of Temporary Approval due to the number of students scoring below Mastery on the WESTEST in the subgroup of Special Needs in the areas of reading/ language arts and mathematics. A corrective action plan was written by Tyler Consolidated Middle School to close the achievement gap for students with disabilities during the 2005-2006 school year. Tyler Consolidated Middle School met AYP for the 2006-07 school year.

#### **North Central Report on Schools**

Not Applicable.

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

Tyler County Schools' special education department has not been subjected to an official on-site monitoring conducted by the West Virginia Department of Education since 1999. At which time very few findings were reported, improvement plans were approved and implemented. Presently, Tyler County Schools special education department facilitates a "Continuous Improvement and Focused Monitoring Process" as mandated by the West Virginia Department of Education's Office of Special Education. The 2006 - 2007 "Continuous Improvement and Focused Monitoring Process" report documented three areas of noncompliance. One of the noncompliance areas fell under the performance indicator related to the collecting and maintaining student data, which verifies the delivery of a free appropriate public education and report data as required by the West Virginian Department of Education Office of Special Education. Another noncompliance fell under the performance indicator related to collecting, maintaining, and disclosing personally identifiable student data in accordance with state and federal confidentiality requirements. The final noncompliance area related to transition services for a student with disabilities ages 16 or older, the district must invite a representative of any other agency that is likely to be responsible for providing or paying for the provision of transition services. Improvement plans have been written and implemented for each area of noncompliance. Annually, Tyler County Schools evaluates and report progress to the state department as required. In addition, we will revisit the Continuous Improvement and Focused Monitoring Process during the 2007-2008 school year.

#### **Walkthrough Summaries**

Data not available.

#### **Digital Divide Report (Technology)**

Tyler County Schools has devoted local funds to the area of technology. The Special Levy Call has a provision to allocate money to technology. Tyler County has 2.4 students to every computer workstation while the state average is 3.18:1. All of Tyler County Schools are wired with Internet connections via T-1 lines.

### **PRIORITIES**

1. Close the achievement gap between special needs students and regular education student as tested on WESTEST.
2. Continue to update technology to stay abreast of learning opportunities.

# GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1:** Tyler County will provide quality preschool programs to all 4-year olds by 2010.

Objective	Objective Short Name	Baseline	5-year Target
1.1 To provide all participating preschool families with meaningful family involvement by conducting two face-to-face conferences per year.	1.1 preschool parent conferences	0.00	100.00
1.2 Provide information to all participating preschool parents prior to the beginning of the school year that will include: available services, attendance policy, benefits of early childhood, daily procedures, etc.	1.2 preschool parent input	0.00	100.00
1.3 To maximize existing resources by 2012-2013 or by full implementation, to ensure that all four-year-olds have access to quality pre-school programs.	1.3 universal preschool accessibility	31.00	110.00
1.4 To develop and implement an Inclusion Model that will provide fully inclusive Early Childhood classrooms by 2012-2013.	1.4 fully inclusive preschool classrooms	0.00	7.00

**Goal 2:** After school homework help and tutoring will be accessible to all students in grades 1-12.

Objective	Objective Short Name	Baseline	5-year Target
2.1 Tyler County Schools will improve academic achievement through after school tutoring for all students.	2.1 after school tutoring	0.20	38.00

**Goal 3:** There will be no developmental delays in acquisition skills for students in grades K-2.

Objective	Objective Short Name	Baseline	5-year Target
3.1 Develop and implement a Response To Intervention Reading Program that will annually decrease the percentage of students needing and/or qualifying for special education.	3.1 decrease qualifying SWD	31.00	12.00
3.2 There will be an annual increase in the percentage of students in grades K-2 who will be administered the DIBLES assessment to identify at risk children and provide appropriate scientific research-based intervention strategies.	3.2 DIBLES ident. of at risk students	0.00	100.00

**Goal 4:** All students will score at the mastery or above level on the West Virginia Content Standards as measured on the WESTEST.

Objective	Objective Short Name	Baseline	5-year Target
4.1 The percentage of students scoring below mastery in the Students with Disabilities subgroup in mathematics will decrease by 10% in grades 3-5.	4.1 3-5 decrease math SWD below mastery	54.00	32.00
4.2 The percentage of students scoring below mastery in the All subgroup in Mathematics will decrease by 10% in grades 3-5	4.2 3-5 decrease math below mastery	15.00	10.00
4.3 The percentage of students scoring below mastery in the Students with Disabilities subgroup in Reading/Language Arts will decrease by 10% in grade 3-5.	4.3 3-5 decrease R/L SWD below mastery	60.00	36.00
4.4 The percentage of students scoring below mastery in the All subgroup in Reading/Language Arts will decrease by 10% in grades 3-5.	4.4 3-5 decrease R/L below mastery	0.00	8.00
4.5 The percentage of students scoring below mastery in the subgroup Students with Disabilities in Mathematics will decrease by 10% in grades 6-8.	4.5 6-8 decrease math SWD below mastery	69.00	40.24
4.6 The percentage of students scoring below mastery in the subgroup All in Mathematics will decrease by 10% grades 6-8.	4.6 6-8 decrease math below mastery	18.73	11.00
4.7 The percentage of students scoring below mastery in the subgroup Students with Disabilities in Reading/Language Arts will decrease by 10% grades 6-8.	4.7 6-8 decrease R/L SWD below mastery	58.67	34.97

4.8	The percentage of students scoring below mastery in the subgroup All in Reading/Language Arts will decrease by 10% grades 6-8.	4.8 6-8 decrease R/L below mastery	14.83	9.03
4.9	The percentage of students scoring below mastery in the subgroup Students with Disabilities in Mathematics will decrease by 10% grade 10.	4.9 10- decrease math SWD below mastery	80.00	47.40
4.10	The percentage of students scoring below mastery in the subgroup All in Mathematics will decrease by 10% grades 10.	4.10 10-decrease math below mastery	20.88	12.58
4.11	The percentage of students scoring below mastery in the subgroup Students with Disabilities in Reading/Language Arts will decrease by 10% grade 10.	4.11 10-decrease SWD R/L below mastery	40.00	23.70
4.12	The percentage of students scoring below mastery in the All subgroup in Reading/Language Arts will decrease by 10% grade 10.	4.12 10-decrease R/L below mastery	12.07	7.03

**Goal 5:** Tyler County Schools will provide and maintain a sound 21st century technology infrastructure to facilitate mastery of basic skills and provide 21st century digital resources in order to enable our students to thrive in a 21st century global society.

Objective	Objective Short Name	Baseline	5-year Target
5.1 To upgrade the technology infrastructure, equipment and software.	5.1 technology upgrade	0.28	0.75

**Goal 6:** Tyler County will provide all students a safe and drug-free learning environment that supports academic achievement. (Title IV)

Objective	Objective Short Name	Baseline	5-year Target
6.1 Tyler County Schools will reduce the number of discipline incidents systemwide involving bullying and harassment by providing age-appropriate anti-bullying and violence prevention programs.	6.1 Title IV - Bully/Violence Prevention	0.00	0.00
6.2 Tyler County Schools will reduce the number of discipline incidents systemwide involving alcohol, tobacco, and drugs by offering age-appropriate programs that educate students about the harmful effects and consequences of using alcohol, tobacco, and other drugs.	6.2 Title IV - Substance Education	0.00	0.00
6.3 Tyler County Schools will reduce the total number of discipline incidents systemwide involving acts of fighting among students or battery upon students and staff members by emphasizing and supporting character education programs and conflict resolution programs.	6.3 Title IV - Physical Altercations	45.00	20.00

**Goal 1:** Tyler County will provide quality preschool programs to all 4-year olds by 2010.

**Objective 1.1** To provide all participating preschool families with meaningful family involvement by conducting two face-to-face conferences per year.

**As measured by:**

Percentage of face-to-face conferences taking place.

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

**Objective 1.2** Provide information to all participating preschool parents prior to the beginning of the school year that will include: available services, attendance policy, benefits of early childhood, daily procedures, etc.

**As measured by:**

Percentage of families receiving the information.

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

**Objective 1.3** To maximize existing resources by 2012-2013 or by full implementation, to ensure that all four-year-olds have access to quality pre-school programs.

**As measured by:**

Number of preschool students participating in the Tyler County preschool program.

Baseline Data		31.00	
	Targets		Actual
2005-2006	41.00	2005-2006	30.00
2006-2007	51.00	2006-2007	97.00
2007-2008	100.00	2007-2008	N/A
2008-2009	105.00	2008-2009	N/A
2009-2010	110.00	2009-2010	N/A

**Objective 1.4** To develop and implement an Inclusion Model that will provide fully inclusive Early Childhood classrooms by 2012-2013.

**As measured by:**

The number of inclusive early childhood classrooms within the preschool program.

Baseline Data		0.00	
	Targets		Actual
2005-2006	10.00	2005-2006	4.00
2006-2007	4.00	2006-2007	5.00
2007-2008	5.00	2007-2008	N/A
2008-2009	6.00	2008-2009	N/A
2009-2010	7.00	2009-2010	N/A

**Goal 2:** After school homework help and tutoring will be accessible to all students in grades 1-12.

**Objective 2.1** Tyler County Schools will improve academic achievement through after school tutoring for all students.

**As measured by:**

The percentage of students systemwide participating in after school tutoring programs.

<b>Baseline Data</b>				0.20
	<b>Targets</b>		<b>Actual</b>	
	<b>2005-2006</b>	30.00	<b>2005-2006</b>	14.15
	<b>2006-2007</b>	32.00	<b>2006-2007</b>	0.00
	<b>2007-2008</b>	34.00	<b>2007-2008</b>	N/A
	<b>2008-2009</b>	36.00	<b>2008-2009</b>	N/A
	<b>2009-2010</b>	38.00	<b>2009-2010</b>	N/A

**Goal 3:** There will be no developmental delays in acquisition skills for students in grades K-2.

**Objective 3.1** Develop and implement a Response To Intervention Reading Program that will annually decrease the percentage of students needing and/or qualifying for special education.

**As measured by:**

Annual decrease in the percentage of students deemed eligible for special education.

<b>Baseline Data</b>				31.00
	<b>Targets</b>		<b>Actual</b>	
	<b>2005-2006</b>	31.00	<b>2005-2006</b>	24.00
	<b>2006-2007</b>	21.00	<b>2006-2007</b>	0.00
	<b>2007-2008</b>	18.00	<b>2007-2008</b>	N/A
	<b>2008-2009</b>	15.00	<b>2008-2009</b>	N/A
	<b>2009-2010</b>	12.00	<b>2009-2010</b>	N/A

**Objective 3.2** There will be an annual increase in the percentage of students in grades K-2 who will be administered the DIBLES assessment to identify at risk children and provide appropriate scientific research-based intervention strategies.

**As measured by:**

An increase in the percentage of students administered the DIBLES assessment.

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

**Goal 4:** All students will score at the mastery or above level on the West Virginia Content Standards as measured on the WESTEST.

**Objective 4.1** The percentage of students scoring below mastery in the Students with Disabilities subgroup in mathematics will decrease by 10% in grades 3-5.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		54.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	49.00	<b>2005-2006</b>	40.68
<b>2006-2007</b>	44.00	<b>2006-2007</b>	35.82
<b>2007-2008</b>	40.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	36.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	32.00	<b>2009-2010</b>	N/A

**Objective 4.2** The percentage of students scoring below mastery in the All subgroup in Mathematics will decrease by 10% in grades 3-5

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		15.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	14.00	<b>2005-2006</b>	12.01
<b>2006-2007</b>	13.00	<b>2006-2007</b>	14.97
<b>2007-2008</b>	12.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	11.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	10.00	<b>2009-2010</b>	N/A

**Objective 4.3** The percentage of students scoring below mastery in the Students with Disabilities subgroup in Reading/Language Arts will decrease by 10% in grade 3-5.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		60.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	54.00	<b>2005-2006</b>	55.93
<b>2006-2007</b>	49.00	<b>2006-2007</b>	43.28
<b>2007-2008</b>	44.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	40.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	36.00	<b>2009-2010</b>	N/A

**Objective 4.4** The percentage of students scoring below mastery in the All subgroup in Reading/Language Arts will decrease by 10% in grades 3-5.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		0.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	12.00	<b>2005-2006</b>	14.29
<b>2006-2007</b>	11.00	<b>2006-2007</b>	14.33
<b>2007-2008</b>	10.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	9.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	8.00	<b>2009-2010</b>	N/A

**Objective 4.5** The percentage of students scoring below mastery in the subgroup Students with Disabilities in Mathematics will decrease by 10% in grades 6-8.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		69.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	62.00	<b>2005-2006</b>	64.20
<b>2006-2007</b>	56.00	<b>2006-2007</b>	61.84
<b>2007-2008</b>	50.04	<b>2007-2008</b>	N/A
<b>2008-2009</b>	44.64	<b>2008-2009</b>	N/A
<b>2009-2010</b>	40.24	<b>2009-2010</b>	N/A

**Objective 4.6** The percentage of students scoring below mastery in the subgroup All in Mathematics will decrease by 10% grades 6-8.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		18.73	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	16.93	<b>2005-2006</b>	21.55
<b>2006-2007</b>	15.33	<b>2006-2007</b>	18.59
<b>2007-2008</b>	13.83	<b>2007-2008</b>	N/A
<b>2008-2009</b>	12.53	<b>2008-2009</b>	N/A
<b>2009-2010</b>	11.00	<b>2009-2010</b>	N/A

**Objective 4.7** The percentage of students scoring below mastery in the subgroup Students with Disabilities in Reading/Language Arts will decrease by 10% grades 6-8.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		58.67	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	52.87	<b>2005-2006</b>	54.32
<b>2006-2007</b>	47.67	<b>2006-2007</b>	56.58
<b>2007-2008</b>	42.97	<b>2007-2008</b>	N/A
<b>2008-2009</b>	38.77	<b>2008-2009</b>	N/A
<b>2009-2010</b>	34.97	<b>2009-2010</b>	N/A

**Objective 4.8** The percentage of students scoring below mastery in the subgroup All in Reading/Language Arts will decrease by 10% grades 6-8.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		14.83	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	13.43	<b>2005-2006</b>	15.19
<b>2006-2007</b>	12.13	<b>2006-2007</b>	16.06
<b>2007-2008</b>	10.93	<b>2007-2008</b>	N/A
<b>2008-2009</b>	9.93	<b>2008-2009</b>	N/A
<b>2009-2010</b>	9.03	<b>2009-2010</b>	N/A

**Objective 4.9** The percentage of students scoring below mastery in the subgroup Students with Disabilities in Mathematics will decrease by 10% grade 10.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		80.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	72.00	<b>2005-2006</b>	79.17
<b>2006-2007</b>	64.80	<b>2006-2007</b>	76.19
<b>2007-2008</b>	58.40	<b>2007-2008</b>	N/A
<b>2008-2009</b>	52.60	<b>2008-2009</b>	N/A
<b>2009-2010</b>	47.40	<b>2009-2010</b>	N/A

**Objective 4.10** The percentage of students scoring below mastery in the subgroup All in Mathematics will decrease by 10% grades 10.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		20.88	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	18.88	<b>2005-2006</b>	20.28
<b>2006-2007</b>	17.08	<b>2006-2007</b>	29.36
<b>2007-2008</b>	15.38	<b>2007-2008</b>	N/A
<b>2008-2009</b>	13.88	<b>2008-2009</b>	N/A
<b>2009-2010</b>	12.58	<b>2009-2010</b>	N/A

**Objective 4.11** The percentage of students scoring below mastery in the subgroup Students with Disabilities in Reading/Language Arts will decrease by 10% grade 10.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		40.00	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	36.00	<b>2005-2006</b>	56.00
<b>2006-2007</b>	32.40	<b>2006-2007</b>	90.48
<b>2007-2008</b>	29.20	<b>2007-2008</b>	N/A
<b>2008-2009</b>	26.30	<b>2008-2009</b>	N/A
<b>2009-2010</b>	23.70	<b>2009-2010</b>	N/A

**Objective 4.12** The percentage of students scoring below mastery in the All subgroup in Reading/Language Arts will decrease by 10% grade 10.

**As measured by:**  
2006-2010 WESTEST Results

<b>Baseline Data</b>		12.07	
<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	10.43	<b>2005-2006</b>	13.89
<b>2006-2007</b>	9.43	<b>2006-2007</b>	28.44
<b>2007-2008</b>	8.53	<b>2007-2008</b>	N/A
<b>2008-2009</b>	7.73	<b>2008-2009</b>	N/A
<b>2009-2010</b>	7.03	<b>2009-2010</b>	N/A

**Goal 5:** Tyler County Schools will provide and maintain a sound 21st century technology infrastructure to facilitate mastery of basic skills and provide 21st century digital resources in order to enable our students to thrive in a 21st century global society.

**Objective 5.1** To upgrade the technology infrastructure, equipment and software.

**As measured by:**

Digital Divide Survey - Currently 28% are Windows XP. An increased annual percentage of computers and laptops with Windows XP or above.

<b>Baseline Data</b>				0.28
	<b>Targets</b>		<b>Actual</b>	
	<b>2005-2006</b>	0.35	<b>2005-2006</b>	0.33
	<b>2006-2007</b>	0.45	<b>2006-2007</b>	0.41
	<b>2007-2008</b>	0.55	<b>2007-2008</b>	N/A
	<b>2008-2009</b>	0.65	<b>2008-2009</b>	N/A
	<b>2009-2010</b>	0.75	<b>2009-2010</b>	N/A

**Goal 6:** Tyler County will provide all students a safe and drug-free learning environment that supports academic achievement. (Title IV)

**Objective 6.1** Tyler County Schools will reduce the number of discipline incidents systemwide involving bullying and harassment by providing age-appropriate anti-bullying and violence prevention programs.

**As measured by:**

WVEIS Discipline referrals for 2007-2008 to include the following WVEIS codes: B03, BPE, BPS, C05, C06, CHB, CHR, and CHZ.

Baseline Data		0.00	
	Targets		Actual
	<b>2005-2006</b>	0.00	<b>2005-2006</b> 37.00
	<b>2006-2007</b>	29.00	<b>2006-2007</b> 22.00
	<b>2007-2008</b>	18.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	9.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	0.00	<b>2009-2010</b> N/A

**Objective 6.2** Tyler County Schools will reduce the number of discipline incidents systemwide involving alcohol, tobacco, and drugs by offering age-appropriate programs that educate students about the harmful effects and consequences of using alcohol, tobacco, and other drugs.

**As measured by:**

WVEIS Discipline referrals for 2007-2008 to include the following WVEIS codes: MD1, MD2, MD3, MD4, SD1, SD2, SD3, SD4, SD5, SD6, SD7, SD8, SM1, SN1, ST1, and ST2. (Note: No violations involving OTC or Rx drugs were recorded for 06-07).

Baseline Data		0.00	
	Targets		Actual
	<b>2005-2006</b>	0.00	<b>2005-2006</b> 14.00
	<b>2006-2007</b>	11.00	<b>2006-2007</b> 6.00
	<b>2007-2008</b>	4.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	2.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	0.00	<b>2009-2010</b> N/A

**Objective 6.3** Tyler County Schools will reduce the total number of discipline incidents systemwide involving acts of fighting among students or battery upon students and staff members by emphasizing and supporting character education programs and conflict resolution programs.

**As measured by:**

The number of WVEIS Discipline referrals for 2007-2008 that include the following WVEIS codes: CHZ, CP1, CP3, and CO2.

Baseline Data		45.00	
	Targets		Actual
	<b>2005-2006</b>	0.00	<b>2005-2006</b> 0.00
	<b>2006-2007</b>	0.00	<b>2006-2007</b> 45.00
	<b>2007-2008</b>	40.00	<b>2007-2008</b> N/A
	<b>2008-2009</b>	35.00	<b>2008-2009</b> N/A
	<b>2009-2010</b>	20.00	<b>2009-2010</b> N/A

## HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Performance Benchmarks	One way of implementing and monitoring academic standards is by setting periodic "check-points" or benchmarks to determine student progress. Benchmarking is a way that high performing school systems implement the "continuous improvement process", by periodically measuring school and school system progress. Benchmarking is a concept derived from the business model known as Total Quality Management (TQM). It is used to establish district-wide student performance targets. Using the system's pacing guides/curriculum maps, the system determines appropriate points in the school term when specific achievement objectives are to be mastered by students. These assessments provide objective data to teachers so they may determine where students are and where they need to be relative to the district and/or school targets. This data provides teachers with the opportunity to provide timely interventions.
Highly Qualified Teachers	The quality of teachers may be related to improvements in student performance. Analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics
Effective Transition Pre K to Post Secondary	It is our belief that higher-quality programs can be advanced through greater outreach to parents, and more parents involved from one year to the next. Our challenge is to reach more families, and increase the overall quality of our programs.
21st Century Content	High performing school systems have a systemic PreK-12 approach to organizing and managing the adopted curriculum. Student performance is greatly enhanced when there is clear curriculum articulation from grade to grade. The method used is a process called "prioritizing and mapping." We have begun to prioritize and map Reading/Language Arts and Mathematics and will progress to other subjects. The development of the maps is the beginning step in conceptualizing a total curriculum management system. Teachers are given many opportunities to react to and to refine the maps. Maps are used as an effective and specific communication tool with parents and students providing them with a clear picture of expectations and timelines.
Standards-Based Curriculum	Tyler County Schools implements and monitors academic standards is by setting periodic "check-points" or benchmarks to determine student progress. Benchmarking is a way that high performing school systems implement the "continuous improvement process" by periodically measuring school and school system progress according to pre-specific achievement standards in order to "continuously" improve achievement results. Using the system's curriculum maps, the school system determines appropriate points in the school term when specific achievement objectives are mastered by the students. The expectation is that all students will reach proficiency on objectives included in the curriculum map for that benchmarking period. This assessment data provides teachers with the opportunity to provide timely interventions in the classroom, and/or re-teach.
Prioritization and Mapping	Using the adopted curriculum (West Virginia Content Standards and Objectives), teachers prioritize reading/language arts, mathematics, science, and social studies. Convening teams of teachers at each grade and/or subject meet together over several sessions to reach consensus on the sequencing of content, the relative priority (i.e. value) of content, and the appropriate instructional time allocation for groupings of objectives during the school year.

	<p>Once core learnings are sequenced, topics are reviewed in terms of relative importance. Usually content is categorized inot three or four broad areas; from essential to least important. Once thse criteria are applied, the amount of time allocated during the instructinal term for each brad area is determined. This process concludes with the construction of a map that follows the school system's instructional calendar. This map acts as a vertical (from grade to grade) and horizontal (across the instructional year) guide for the delivery of instruction.</p> <p>The development of the maps is usually the beginning step in conceptualizing a total curriculum managment system. Teachers will be given many opportunities to react to and to refine the maps. The maps become the basis for extensive professional development and professional dialogue.</p>
<p>Research-Based High Yield Instructional Strategies</p>	<p>Marzano's work provides a good starting point and an organizational framework for improving instruction in school systems. In order for teachers to understand and be able to effectively adopt new teaching strategies, quality professional development will be necessary. This professional development will be a high priority for our school system. Professional Study groups will be formed in each school where teachers will meet regularly to examine the strategies, try them in their classrooms, and report back to discuss their experiences with colleagues.</p>
<p>Data-Based System for Monitoring Student Academic and Personal Progress</p>	<p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. Student achievement data is the most important type of data on which to focus. Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas.</p>
<p>Time and Resources to Support School-Based Learning Communities</p>	<p>Providing time for teachers to meet discuss and reflect upon up-to-date research as a study group is goal of Learning Communities. Books, journal articles and/ or resource packets, containing selected readings which focus around a particular topic.(i.e reading/language arts, mathematics, best practices, assessment) can be used to begin discussion.. As more and more teachers become involved in this collaborative dialogue, synergy is created. The purpose of the learning community is to facilitate interaction among professionals using textual materials in order to make sense of what is being read. Building understanding is the goal.</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom teachers can also benefit participating children. It has been found that when school improvement processes based upon the <u>effective schools research</u> are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.</p>
<p>Developmental Guidance with Character and Career Education Development</p>	<p>Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs.</p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>High performing school systems are committed to a systems thinking approach that includes</p>

	<p>the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:</p> <ol style="list-style-type: none"> <li><b>1. Parents Are Involved</b> 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.</li>   <li><b>2. There is structured communication and collaboration among personnel between the sending school and the receiving school.</b> 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.</li>   <li><b>3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.</b> 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.</li>   <li><b>4. Transition approaches include both social and academic support systems for students.</b> 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.</li> </ol>
<p>Parents as Respected and Valued Partners</p>	<p>Research shows a strong link between educational benefits to children and various forms of family involvement.</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. 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.</p>
<p>Adjustment of Instructional Time</p>	<p>Schools are “captives of the clock and calendar”. Three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time.</p>

# Technology Plan

Submitted by - jth85001 2007-06-29 17:47:40.0

## E-rate Year 2008-2009

### Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Narrative Summary

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

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

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

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

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

### Technology Needs Assessment

Tyler County Schools has devoted local funds to the area of technology. The Special Levy Call has a provision to allocate money to technology. Tyler County has 2.4 students to every computer workstation while the state average is 3.18:1. All of Tyler County Schools are wired with Internet connections via T-1 lines.

### Action Steps

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

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**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade      **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will upgrade elementary school computers.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> August 27, 2007	<b>Actual End Date</b> June 3, 2008
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**Purpose** To upgrade Windows 98 computers to new Windows XP computers.  
**Persons Responsible** TFS contact

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

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**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade      **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will upgrade secondary school computers.

1 - Upgrade TCMS computer lab using TFS funds.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To upgrade Windows 98 computers to new Windows XP computers.  
**Persons Responsible** TFS contact

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide equipment for classroom technology integration.

- Purchase 3 mobile white boards for A.I. Boreman Elementary School.
- Purchase 2 mobile white boards for Sistersville Elementary School.
- Provide 6 LCD projectors for classrooms in Tyler Consolidated High School.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To equip classrooms with white boards and data projectors.  
**Persons Responsible** TFS contact

**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** Goal 5 - technology

**Associated Goals/Objectives** None **Associated High Yield Strategies** Research-Based High Yield Instructional Strategies ,Data-Based System for Monitoring Student Academic and Personal Progress

**Action Step** #0.0# Tyler County Schools will provide technical assistance, time, training, materials, and personnel in order to bring about improvement in Reading Language Arts by: 1. Tyler County will establish System Wide Student Benchmark testing. Benchmark tests will be developed for grades 3-8 and grade 10 in Reading/Language Arts to be given 3 times per year. 2. Tyler County will develop a 3 Tier Intervention Model that will be used to target interventions for at risk students at both elementary schools grades K-5 3. Tyler County will administer DIBELS Assessments in September, January and March. In addition, monitoring assessments will be administered for students who have been placed in Tier 1,2, or 3. 4. Tyler County will provide funding for MOVTI Adult Literacy program. 5. Tyler County will provide opportunities for teachers to become part of Learning Communities in the area of Reading/language Arts. 6. Tyler County will provide all students with the opportunity to use up-to-date technology to access informtion, solve problems and communicate grades K-12.

<b>Projected Begin Date</b> June 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> June 1, 2007	<b>Actual End Date</b> June 30, 2008
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<p><b>Purpose</b> 1. Development of three benchmark test in Reading/ Language Arts for each grade level will provide a way to monitor students academic progress throughout the year. Results of the tests will be used so that instruction can be monitored and adjusted to meet the needs of students. 2. Provide students with intervention strategies that will address deficiencies in skill acquisition. 3. To identify students who are experiencing delays in skill acquisition and provide early interventions accordingly. 4. To facilitate earning a GED and upgrade technical skills. 5. To provide time and opportunities for Reading/ Language Arts teachers to meet and discuss up-to-date</p>	<p><b>Persons Responsible</b> 1., Dirctor of C &amp; I, Building Principals 7. Building Principals 2. Response to Intervention Specialist. 3. Response to Intervention Specialist. 4. Treasurer 5. Staff development coordinator 6. Director of Special Education.</p>	<p><b>Target Audience</b> Teachers of Reading/ Language Arts. All core content teachers</p>	<p><b>Intended Impact on Audience</b> 1.This data will keep instruction focused as well as provide direction for review and/or reteach. 2. Teachers of RLA that participate will begin to discuss up-to-date research in each field and have the opportunity to share ideas learned with peers. 3. Identify an intended impact cadre' to attend training in the summer of 2007. This cadre' will train any involved teacher. These teachers will meet annuall to review the program direction.</p>
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research in their content areas. 6. To provide a framework for teachers to deliver the six components of reading through small & whole group instruction. 7. All core classes will be sheduled into each schools existing computer labs through out the school year so that students can use the technology to aquire new knowledge, construct reports and access online assessments (e.g., basic skills software, Compass, Writing Road Map and Marco Polo.

**Professional Development** Other

**Professional Development Other Description** Using the I Know website, teachers and building administrators will develop benchmark tests in the area of Reading/Language Arts. These tests will be given three times a year to students in grades 3-8 and 10. Test results will be given to the classroom teachers so that they can make the necessary adjustments in planned instruction. This process needs to be updated annually.

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #0.0# Tyler County teachers grades 7-12 will use the SAS Site and Internet Sites to provide traditional and invovative resources in the core curriculums.

**Projected Begin Date**  
July 1, 2007

**Projected End Date**  
June 30, 2009

**Actual Begin Date**  
July 1, 2007

**Actual End Date**  
June 30, 2008

**Purpose** To improve student achievement through the use of digital resources that encompass 21st century skills/ higher order thinking.

**Persons Responsible**  
Building Principal and Staff Development Council

**Target Audience**  
Teachers/students

**Intended Impact on Audience** Provide up-to-date information to teachers and student using 21st Century technolgy.

**Professional Development** Trainer Led

**Professional Development Other Description** Teachers grades 7-12 will be trained by WV Department of Education personnel to use the SAS site

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** None

**Associated High Yield Strategies** None

**Action Step** #0.0# Tyler County Schools central office administration will work with principals, LSICs, and Curriculum Teams to assist them in developing plans to improve instructional opportunities.

**Projected Begin Date**  
July 1, 2007

**Projected End Date**  
June 3, 2008

**Actual Begin Date**  
July 1, 2007

**Actual End Date**  
June 3, 2008

**Purpose** Provide administrative and funding support to identify appropriate resources for implementing county and school improvement plans.

**Persons Responsible** Principals, LSIC Members, Curriculum Team Members, and the Title I Director

**Target Audience** Parents serving on the LSIC Teams, Teachers and Administrators

**Intended Impact on Audience** LSIC team members and Curriculum Teams will use available school data when working on improvement plans.

**Professional Development** Trainer Led

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step #0.0#** Tyler County teachers grades K-5 will use the Thinkfinity website to provide traditional and innovative resources in the elementary curriculum.

**Projected Begin Date** July 1, 2007

**Projected End Date** June 30, 2009

**Actual Begin Date** July 1, 2007

**Actual End Date** June 30, 2008

**Purpose** To improve student achievement through access to 21st century digital resources

**Persons Responsible** K-5 teachers

**Target Audience** Students/teachers

**Intended Impact on Audience** Teacher will be able to access up-to-date information and the students will be using 21st Century Technology for learning.

**Professional Development** Trainer Led

**Professional Development Other Description** Teacher trained by the state department will provide training for staff members

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step #0.0#** Tyler County teachers grades K-5 will use Compass software lessons aligned with the reading and math CSOs.

**Projected Begin Date** July 1, 2007

**Projected End Date** June 30, 2009

**Actual Begin Date** July 1, 2007

**Actual End Date** June 30, 2008

**Purpose** To provide students additional practice using software aligned to CSO's. To provide upgrade Window 95 Computers to new Window XP computers

**Persons Responsible** Compass contact, K-5 teachers

**Target Audience** Students and teacher K-5

**Intended Impact on Audience** Teachers will be able to integrate the use of technology into their classrooms. Students will be able to access technology that provides additional practice and/or enrichment in the areas of Reading and Mathematics.

**Professional Development** None

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

**Action Step #1.0# #0.0#** Tyler County students will use Microsoft Power Point software to create presentations.

**Projected Begin Date** July 1, 2007

**Projected End Date** June 30, 2009

**Actual Begin Date** August 27, 2007

**Actual End Date** June 3, 2008

**Purpose** To give students the opportunity

**Persons Responsible** Grades 5, 8, 12 teachers

**Target Audience** Students

**Intended Impact on Audience** Students

to present a research project in grades 5, 8 and 12 - 21st century authentic projects

and teachers will be given the opportunity to use technology to present information.

**Professional Development** Trainer Led

**Professional Development Other Description** Teachers grade 5,8 and 12 responsible for projects will be trained to use Power Point so they can take a class into lab to work on presentations

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide Accelerated Reader software for grades K-8.

**Projected Begin Date**  
July 1, 2006

**Projected End Date**  
June 30, 2010

**Actual Begin Date**  
July 1, 2006

**Actual End Date**  
June 30, 2010

**Purpose** To encourage reading and improve reading skills.

**Persons Responsible** K-8 teachers

**Intended Impact on Audience**  
Reading/Language Arts Teacher K-8

**Professional Development** Trainer Led

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** Developmental Guidance with Character and Career Education Development

**Action Step** #1.0# Tyler County will use ACT Test Gear and Bridges software.

**Projected Begin Date**  
July 1, 2007

**Projected End Date**  
June 30, 2009

**Actual Begin Date**  
?

**Actual End Date**  
?

**Purpose** To improve career awareness and ACT test scores.

**Persons Responsible** Guidance Counselors

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will purchase Microsoft Office licenses as needed to ensure all computers have the productivity software needed for student and teacher use.

**Projected Begin Date**  
July 1, 2007

**Projected End Date**  
June 30, 2009

**Actual Begin Date**  
?

**Actual End Date**  
?

**Purpose** Provide access to 21st century tools and resources

**Persons Responsible** Technology coordinators

**Target Audience** Students/teachers/administrators

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 3.1 decrease qualifying SWD

**Associated High Yield Strategies** Research-Based High Yield Instructional Strategies ,Data-Based System for Monitoring Student Academic and Personal Progress

**Action Step** #5.0# - Tyler County will implement and advance the RtI program in both elementary schools

<b>Projected Begin Date</b> June 13, 2007	<b>Projected End Date</b> June 30, 2008	<b>Actual Begin Date</b> June 13, 2006	<b>Actual End Date</b> June 30, 2008
<b>Purpose</b> To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based reading assessments	<b>Persons Responsible</b> LEA RtI Coordinator, Director of C & I, Title I Director, School-based Interventionists, Principals, and teachers		<b>Intended Impact on Audience</b> Teachers will provide time and opportunity to work with students having academic difficulty in small groups and at times one on one.
<b>Professional Development</b> None		<b>Federal Compliances</b> Title I 09. Additional Assessments and Educational Assistance, Technology 02-Technology Integration for 21st Century Skills/Student Achievement	

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade      **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide voice, long distance and cellular phone service.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To provide communication services for instructional and organizational uses.	<b>Persons Responsible</b> Technology Coordinator	<b>Target Audience</b> Schools/County	
		<b>Federal Compliances</b> Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)	

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade      **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide school websites through web hosting service.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To post school activities and improve communication.	<b>Persons Responsible</b> Website administrators		
		<b>Federal Compliances</b> Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)	

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade      **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide data lines for Internet access and the network infrastructure to make it available to all workstations.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To provide students with Internet skills and research opportunities to access 21st century digital resources	<b>Persons Responsible</b> Technology Coordinator	<b>Target Audience</b> Schools/County	
		<b>Federal Compliances</b> Technology 03-	

Providing Collaboration/Communication  
Tools (Telecommunications  
Network/Email)

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade **Associated High Yield Strategies** None

**Action Step** #3.0# Tyler County will provide an open computer lab for summer and/or evening sessions.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide access for students, teachers and the community.

**Persons Responsible**  
Principals

**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** Goal 4

**Associated Goals/Objectives** 5.1 technology upgrade **Associated High Yield Strategies** Research-Based High Yield Instructional Strategies

**Action Step** #0.0# Tyler County will provide access to rigorous 21st century instruction/courses that are not available in our schools through WV Virtual School offerings.

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> August 27, 2007	<b>Actual End Date</b> June 30, 2008
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**Purpose** To provide rigorous 21st century courses, that are not available to our students when requested and or suggested by our teachers.

**Persons Responsible**  
Middle and High school Principal and school counselors.

**Target Audience** High and Middle School Faculty

**Intended Impact on Audience** Students will be given the opportunity to take courses that are not available in there present school setting.

**Professional Development** Trainer Led

**Professional Development Other Description** Faciltator for Virtual Courses will be provided training by the WV Department of Education. These training sessions are ususally scheduled throughout the summer.

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

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade **Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide funding and resources necessary to operate a Radio Station located at the Middle/High School complex.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> June 30, 2008
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**Purpose** To provide services and information to the community as well as provide learning opportunities for students grades 6-12

**Persons Responsible** Radio Station manager, and Middle and High school Building Principals

**Federal Compliances** Technology 06-21st Century Parent/Community/Partnership Collaboration

**Plan Section** Title I

**Associated Goals/Objectives** 1.1 preschool parent conferences

**Associated High Yield Strategies** Parents as Respected and Valued Partners

**Action Step** Tyler County Schools will notify parents of the NCLB "Right to Know" teacher qualifications and if their child has been instructed for four or more consecutive weeks by a teacher who is not highly qualified, via newsletters, websites, school handbooks, school parent involvement policies

<b>Projected Begin Date</b> June 30, 2007	<b>Projected End Date</b> July 1, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** Ensure compliance with the requirements of NCLB §1111 Inform parents of teacher qualifications

**Persons Responsible** Title I Director & Principals

**Federal Compliances** Title I 04. Highly Qualified Teachers and Paraprofessionals, Technology 06-21st Century Parent/Community/Partnership Collaboration

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #0.0# Tyler County Schools will provide on-going support and assistance to teachers in integrating technology into 21st century instruction. County office and building level administrators will begin meeting to sequence staff development training opportunities to improve administrative use of communication software and data disaggregation.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> June 25, 2007	<b>Actual End Date</b> June 9, 2008
<b>Purpose</b> Train teachers, principals and service personnel in the use of 21st century productivity tools, Microsoft Word, PowerPoint and Excel. Teachers will be provided training using smart boards, elmos, digital cameras; etc. Planned administrative training sessions to improve technology skills	<b>Persons Responsible</b> Staff Development Coordinator, and, Principals will schedule training sessions. County leadership team.	<b>Target Audience</b> Teachers and Administrators	<b>Intended Impact on Audience</b> Teachers and staff will become comfortable using the new technology

<b>Professional Development</b> Trainer Led	<b>Professional Development Other Description</b> The training will be Trainer Led during the summer and throughout the school year on ISE Days and during Principal Meetings	<b>Federal Compliances</b> Technology 07-Professional Development for 21st Century Instruction
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**Technology 08-Maintenance and Repair of 21st Century Tools**

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will employ a County Technology Coordinator and provide a repair budget.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To maintain 21st century tools - workstations, servers and network infrastructure.

**Persons Responsible**  
Technology Coordinator

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will use Norton Antivirus, CounterSpy and Windows Update to provide a secure computing environment.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To protect computers from malicious software and hackers.

**Persons Responsible**  
Technology coordinators

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

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will use the help lines and 4 year on site warranties to provide timely repairs.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To provide maintenance for 21st century tools to ensure reliability and consistent access

**Persons Responsible**  
Technology coordinators

**Target Audience**  
Students/Teachers/Administrators

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

**Technology 09-Adult Literacy**

**Plan Section** Goal 5 - technology

**Associated Goals/Objectives** 5.1 technology upgrade

**Associated High Yield Strategies** None

**Action Step** #1.0# Tyler County will provide funding for MOVTI adult literacy program.

<b>Projected Begin Date</b> July 1, 2007	<b>Projected End Date</b> June 30, 2009	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
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**Purpose** To facilitate earning a GED and upgrade technical skills.

**Persons Responsible**  
Treasurer

**Federal Compliances**

**E-rate Budgets**

Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2008 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	3,239.00	2,591.00	648.00
	Data Lines	18,720.00	14,976.00	3,744.00
	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	1,933.00	1,547.00	387.00
	Paging	0.00	0.00	0.00
	Voice	18,191.00	14,553.00	3,638.00
	WAN	0.00	0.00	0.00
	Web Hosting	3,375.00	2,700.00	675.00
E-rate Totals		45,458.00	36,366.00	9,092.00
TFS/Elementary E-rate Application	2008 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008 State Totals - TFS/Secondary	0.00	0.00	0.00
Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2007 Bundled Voice/Long Distance	0.00	0.00	0.00
	Cellular	3,238.00	2,591.13	647.79
	Data Lines	18,720.00	14,976.00	3,744.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	3,375.00	2,700.00	675.00
	Long Distance	1,933.00	1,546.57	386.63
	Paging	0.00	0.00	0.00
	Voice	18,190.00	14,552.65	3,638.15
	WAN	0.00	0.00	0.00
	Web Hosting	0.00	0.00	0.00
E-rate Totals		45,457.00	36,366.35	9,091.57
TFS/Elementary E-rate Application	2007 State Totals - Elementary TFS	0.00	0.00	0.00
	State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007 State Totals - TFS/Secondary	0.00	0.00	0.00
Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2006 Cellular	4,590.48	3,672.38	918.10
	Data Lines	18,720.00	14,976.00	3,744.00
	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	1,269.84	1,015.87	253.97
	Paging	0.00	0.00	0.00
	Voice	22,314.60	17,851.67	4,462.93
	WAN	0.00	0.00	0.00
	Web Hosting	2,520.00	2,016.00	504.00
	E-rate Totals		49,414.92	39,531.92
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
<b>Funding Source</b>	<b>Year</b>	<b>Annual</b>	<b>Disc% Commit</b>	<b>County Match</b>
E-rate funds	2005 Cellular	2,697.24	2,157.79	539.45
	Data Lines	15,165.00	12,132.00	3,033.00
	Internal Conn Maint	0.00	0.00	0.00
	Internal Connections	19,904.00	15,923.20	3,980.80
	Internet Access	0.00	0.00	0.00
	Long Distance	5,042.64	4,034.11	1,008.53
	Paging	0.00	0.00	0.00
	Voice	16,694.04	13,355.23	3,338.81
	Web Hosting	0.00	0.00	0.00
E-rate Totals	59,502.92	47,602.33	11,900.59	
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? 03/04/2002

3. When was the public meeting held for CIPA Compliance? 06/04/2001

4. Provide the URL to your acceptable use policy.  
[http://tchs.tyle.k12.wv.us/BOE/policy/IAC-GO Internet Use.doc](http://tchs.tyle.k12.wv.us/BOE/policy/IAC-GO%20Internet%20Use.doc)

	Other Schools Buildings Total		
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	0	0	0
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	3	0	3
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	1	1
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

Tyler County Schools has always prided itself, and in large part credits its success academically, to an ongoing process and culture evaluation of programs and student progress. Staff Development is a major factor in this effort. Staff development budgets are created and monitored, and federal funding is braided to take greatest advantage of training monies available. Due to the fact that more and more young teachers are being integrated into our school system, an increased effort and coordinated focus have been placed upon staff development at both the building and central office levels. A continued emphasis is placed upon data breakdown for the purpose of improving instruction as a whole and also to improve individualized instruction. Funds are set aside to target the system's AYP areas of greatest need. For the 2006-07 and 2007-08 school years, additional teachers of remedial math and reading have been funded.

### Process Monitoring

Staff development opportunities and funding are extensive. Rarely, if ever, is a teacher or administrator turned down for a request for training. Annually, building principals are required to make school level 5-year plan action steps, and related county level action steps, permanent agenda items at all curriculum and LSIC meetings. This will ensure a routine review, focus, and evaluation of their established improvement areas. Principals are required to turn in an outline copy of their school's 5-year plan action steps monthly identifying what has been accomplished and what has not. Principals realize that their annual evaluation will include a section that determines whether or not they have guided their buildings to completion of a majority of their annual action steps.

### Evaluation Process

Monthly central office administrator meetings will be held between October and January to review the pacing and completion of the county level annual action steps. Beginning in March, an organizational meeting of select plan construction members will meet to examine action step completion, meeting the objective targets set, as well as to begin the process of rewriting the plan for the 7/1 resubmittal. Part of this examination will be to reevaluate the current goals and objectives and the relationship of the action plans to accomplishing their intent. The central office administrators will finalize the plan between this March meeting and the July 1 submission date.