

# FIVE-YEAR STRATEGIC PLAN 2005-2010

## Annual Update 2007

E-rate Funding Year 2008-2009

WAYNE COUNTY SCHOOLS WAYNE COUNTY SCHOOLS CENTRAL OFFICE

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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>	Secondary Principal	Kevin Smith
	Superintendent	Gary L. Adkins
	Assistant Superintendent	Katie Carey
	Assistant Superintendent	Mike Rutherford
	Director/Testing	C. Lynn Hurt
	Director/Special Education	Della Ryan
	Director/Federal Programs	Annette Schoew
	Supervisor/Vocational	Sandra Pertee
	Elementary Principal	Deborah Russell
	<b>Business &amp; Community</b>	Playmates Child Development Center/PreK contact
Steering Committee		Jim Hale
Steering Committee		Pat Campbell
<b>Other</b>	WCBOE President	Mike Skeens
<b>Parents</b>	LEA Parent Coordinator	Susan Adkins
	School Parent Coordinator	Rhonda Billups
	School Parent Coordinator	Kim Trautwein
<b>Teachers</b>	Literacy Coach	Becky Ray
	Literacy Coach	Mary Anne Lucas
	Numeracy Coach	Gail Maynard
<b>Technology Committee</b>	Director/Technology	Carolyn Hale

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 Wayne County educational system will provide the structure and opportunities necessary for all students to become academically successful, socially responsible and productive in a global society.

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

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

1. All students will attain proficiency or better (mastery) of the basic skills in reading/language arts and math when given appropriate time.
2. All students will be taught by highly qualified personnel under strong instructional leadership at the administrative level.
3. All students will be taught in schools that provide a safe, drug free environment that is conducive to learning.
4. All students will graduate from high school with knowledge and skills necessary to succeed in college and/or the workplace.

## Annual Budget

### Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	67,000.00
Ed Tech Federal	137,930.00
Step 7	80,000.00
Technology E-rate	266,929.75
Technology E-rate County Match	104,800.48
Technology Local Share	31,064.00
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	109,416.00
TFS/Elementary Technology	101,629.00
TFS/Secondary Technology	125,603.00
Title II	578,039.00
Title III Language Instruction LEP	700.00
Title IV Safe and Drug Free Schools	48,447.20
Title V	9,889.00
<b>Total</b>	<b>\$ 1,661,447.43</b>

## DATA ANALYSIS

### A. EXTERNAL DATA ANALYSIS

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

Our enrollment has remained steady with a slight increase in enrollment the past two years.

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

We have had a decrease in population (approximately 2%) as verified by the most current census.

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

There have been no socio-economically changes in our county.

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

There has been an increase in single family homes in Wayne County. We will continue to work with these families in an attempt to meet the educational needs of the children from this environment.

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

The Pride Survey in Wayne County indicates that students are using drugs, alcohol, and tobacco at an earlier age. The percentage of students who say they have used drugs, alcohol or tobacco at school remains small, however, this is a concern for all. We will continue to inform parents, teachers, and community members of the results of the survey.

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

Technology changes so quickly and our students must be able to use technology as they enter the work force of the 21st Century. Wayne County continues to implement the usage of different types of technology in all of our schools.

### B. STUDENT ACHIEVEMENT DATA ANALYSIS

#### No Child Left Behind School Reports

Wayne County did not meet AYP in 2007. The subgroup, students with disabilities, continues to be the area of concern county wide, in math and reading/language arts. Only one middle school, Buffalo Middle School did not make AYP in Reading/Language Arts for students with disabilities. Participation rate at the high school level, county wide, for students with disabilities is not high enough to achieve AYP. All elementary schools made AYP but as a county, for students with disabilities, AYP was not achieved.

#### WESTEST Confidential Summary Report

The subgroup, students with disabilities, is a concern at every level.

#### WESTEST Confidential Item Analysis Summary

In 2007 the county scores were comparable to or exceeded the state averages in reading language arts and math at every grade level for all students.

#### WESTEST Confidential Roster Report

The percentage of students who score above mastery and distinguished on the WESTEST is lower than those who score partial mastery and novice.

#### WV Writing Assessment

Seventh Grade Writing Assessment scores county-wide raised over last year. (82% at or above mastery compared to 76% in 2006) All scores increased in each writing area (descriptive, expository, narrative and persuasive) with narrative writing carrying the lowest of the four areas. Fort Gay Middle School scores continue to be an area of concern. Tenth Grade Writing Assessment scores county-wide raised over last year and exceeded the state average. It is expected that elementary writing assessment scores will remain the same or improve.

#### SAT/ACT Results

The number of students taking the ACT was lower with the Class of 2006 so emphasis will be placed on increasing the number of students taking the test. Our scores increased in English, Math, and Science with the 2006 test, but we had a decrease in Reading by .1. We were below state averages in Math, Reading, and Science, and above state average in English by .1. The percent of students meeting College Readiness Benchmarks raised in all areas with the 2006 ACT.

#### ACT Explore - Grade 8 Middle School

Wayne County's Eighth Grade students improved in every tested area of the ACT EXPLORE test in 2006, but continue to be below the national norm group in every area but science where our students scored 15.9 as did the national norm group. Students score lower in reading and the greatest gap between our students and the national norm is also in reading (Local - 13.2; National - 13.9)

#### ACT Plan - Grade 10 High School

The results of the 2006 ACT PLAN reveal that our tenth grade students' scores remain unchanged in mathematics and reading from the 2005 testing year (Reading - 16.7; Mathematics - 16.2). There was a 0.1% improvement in English and a 0.2% improvement in Science. The students' scores were above the national average in English. All other tested areas remain below the national average. Our composite score is also below the national average (WC - 17.1; national - 17.5)

#### AP Testing Report/AP Rate

During the 2007-08 school year we will be offering AP classes through the virtual school at all of our high school. We will also continue to offer dual credit classes and EDGE classes.

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

A plan is being addressed to improve End of Course test scores, Work Key scores, and to increase the number of completers in all Career Technical Education programs at our three comprehensive high schools. Major concerns have been poor scheduling conflicts, high numbers of special needs students without extra help, and a lack of recruitment initiatives. Even though all scores either met Perkins Goals or showed improvement by meeting County Improvement Goals, we will continue to monitor these programs to show continued improvement. In order to improve Work Keys scores, all comprehensive schools will have a technical lab which will enable all students to participate in the "Key Train" program which will focus on improving Work Keys scores and basic work place skills. In order to avoid scheduling conflicts with academic courses, all Career Technical Education schedules will be made in advance. To encourage more Career Technical Education involvement, all schools will focus on student organization participation and recruitment activities.

#### Informal Reading Assessment

All elementary schools used the DIBELS Assessment during the 2005-06 and 2006-07 school year and will continue to use the assessment this year as well. Students who are at risk will be provided interventions and progress monitoring will occur throughout the use of DIBELS. Third grade will be added to the DIBELS Assessment for the 2007-08 school year.

#### Informal Math Assessment

Mathematics scores at the third grade level increased from the past year indicating that the mathematics instruction at the K-2 level is providing for a positive transition into 3rd grade.

#### Formative and Benchmark Assessments

Benchmark testing will continue for grades 3-10 using the I-Know website. School principals will receive results of the testing which includes a line item analysis, quartile report, class reports, and curriculum scores.

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

Students are identified for ESL services through the home-language survey that is filled out by parents when enrolling students in our schools.

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

We had two students who took the WESTELL in 2006 and both scored average or above.

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

All of our ESL students participate in statewide testing.

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

All students who participated in the WESTELL were above proficiency. These same students scored mastery or above on the WESTEST and one of the

students who was in the fourth grade, scored distinguished on the Writing Assessment.

#### PRIORITIES

1. Improve math and reading language arts scores in the students with disabilities subgroup.
- 2.

Writing at the middle school level needs to be a priority.

3. Increase the number of students taking the ACT or SAT as well as improve scores.

### C. OTHER STUDENT OUTCOMES

#### ANALYSIS

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

All Wayne County Schools continue to meet the attendance benchmark for 2006-07.

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

All three high school met the graduation rate this year (2005-06)

##### College Enrollment Rate

WE are focusing on college going rate - we are providing student and parent meetings (for ALL studnets). Students are doing FASCA reports and financial aid on line workshops and follow-up.

##### College Developmental Course Rate

We need to work on the college developmental rate so less students have to take these classes. All three high schools are offering ACT prep classes and Kaplan classes.

##### PRIDE Survey

This data indicates students are using alcohol, tobacco and other drugs. Although the trend is decreasing, there is concern regarding this usage. Violence is a concern due to 26% of students reported being afraid at school on occasion and 23% reported being hurt at school.

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

All schools participate in the Fitness Gram Assessment at the required grade levels.

##### Youth Risk Behavior Survey

This data indicates a slight decrease in the usage of ATOD when looking at trends. A slight decrease in physical fighting is noted. However, an increase in reporting and disciplining for bullying behavior is noted.

##### CIMP Self Assessment

Written Report of the on-site special education focused monitorig review of Wayne County Schools' LRE's conducted on February 13-17, 2006 listed the following findings (deficiencies/concerns):

\* TRAINING: School personnel need more training on collaborative co-teaching models and differentiated instruction.

\* TIME: Regular and special education teachers need more time in their schedules to plan together.

\* STAFFING: Teaching assignments need to be reviewed and assessed in order to maximize instructional effectiveness for students with disabilities.

##### Special Education Data Profiles

Students with disabilities scores on the WESTEST need to improve at every grade span and in both reading/language arts and mathematics.

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

We have a very small LEP population at this time. Two elementary students participate in the WESTELL and perform admirably. One of these students had a distinguished score on the Fourth Grade Writing Assessment.

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

Spanish is our major language group.

#### PRIORITIES

1. Continue to improve the graduation rate at all three high schools.
2. Continue to improve the college going rate.

### D. CULTURE AND CONDITIONS

#### ANALYSIS

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

Three schools who were visited by OEPA group for follow up during the 2005-06 school year were cleared for accreditation. Fort Gay Middle School has obtained AYP this school year and Buffalo Middle School has improved in Reading/Language Arts. Wayne Middle School continues not to make AYP in either category.

##### Digital Divide Report (Technology)

The 2006 survey indicates that the overall infrastructure for local area data and video networks in Wayne County Schools is adequate for connectivity of all types of workstation and communication devices to utilize Internet and other telecommunication services. While the survey indicates improvement in the number of workstations with XP or higher operationg system, the ratio of students to computers is still somewhat below the national average. Achieving the goal of 100% of workstations with XP operating systems or higher within three years should be a priority. The survey also reflects the need for more administrative computers with current operatiog systems. The utilization of email and web-based solutions for home/school communication is improving, however, a concerted effort to improve this use needs to be prioritized. Professional development for technology integration is adequate and should be continued with at least this rate of hours provided. Distance education opportunities are present in all Wayne County Schools. Emphasis should be placed on encouraging more varied forms of content delivery to support the curriculum.

## GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

**Goal 1:** All students will attain mastery or beyond in reading and writing by implementing a research-based approach to teaching the WV Content Standards and Objectives.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
1.1	The achievement gap in reading/language arts between students with disabilities and all students will decrease by a minimum of 2% each year.	Achievement	43.00	30.00
1.2	1.2 The percentage of fourth grade students scoring below mastery on the WV Writing Assessment will decrease annually by one percent.	Achievement	24.00	19.00
1.3	1.3 The percentage of seventh grade students scoring below mastery on the WV Writing Assessment will decrease annually by one percent.	Achievement	20.70	15.00
1.4	1.4 The percentage of tenth grade students scoring below mastery on the WV Writing Assessment will decrease annually by one percent.	Achievement	14.50	10.00

**Goal 2:** All students will attain mastery or beyond in mathematics by implementing a research-based approach to teaching the WV Mathematics Content Standards and Objectives.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
2.1	The achievement gap in mathematics between all students and students with disabilities will decrease by a minimum of 2% each year.	Achievement	38.00	29.00
2.2	Wayne County's average ACT score will improve annually to at or above the state average.	Achievement	20.00	20.60

**Goal 3:** All schools will have the leadership, culture and organizational practices representative of the effective school correlates.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
3.1	3.1 To increase annually the number of administrators participating in leadership training to have the skills and knowledge necessary to promote school improvement.	Leadership	55.00	100.00

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

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
4.1	To increase specific skills of middle and high school students in rejecting offers of alcohol, tobacco, and other drugs by 5% annually based on student perceptions of disapproval from state and local data.	ATOD Skills	0.00	0.00
4.2	To decrease the number of alcohol, tobacco, and other drug violations occurring during school hours and on school property for middle and high school students by 5% annually based on WVEIS documentation.	ATOD Violations	0.00	104.00
4.3	To increase the security of 100% of middle school students at 2 schools within two years by improving/upgrading surveillance systems in county middle schools based on local data and purchase orders on file.	Security	0.00	4.00
4.4	To reduce the incidences of violence and bullying violations in county elementary and middle schools by 5% annually based on WVEIS documentation.	Anti-Violence and Bullying	0.00	136.00
4.5	To increase participation with Natural Helpers program and school-based student groups in 3 high schools by 10% to enable a positive peer culture with positive peer interventions and assistance based on local data and student surveys.	Natural Helpers/Student Groups	0.00	365.00
4.6	To increase knowledge of 15% of parents in Title I schools annually regarding dangers and prevalence of ATOD and violence among students based on local data and Parent Coordinator logs.	Parent Education and Support	0.00	495.00
4.7	To ensure 100% compliance with proper administration and implementation of Title IV programming throughout the county on an annual basis based on the Title IV Grant Application.	Title IV Coordination	0.00	100.00
4.8	To increase social skills, drug and tobacco prevention skills, and character education skills by 5% for 4 elementary after school tutoring programs based on local data and student surveys.	Social Skills Training	0.00	100.00

**Goal 5:** Technology Goal: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of instructional technology.

	<b>Objective</b>	<b>Objective Short Name</b>	<b>Baseline</b>	<b>5-year Target</b>
5.1	To improve the technology infrastructure, equipment and software by reducing the number of computer workstations with outdated operating systems.	Technology	0.75	0.00

**Goal 1:** All students will attain mastery or beyond in reading and writing by implementing a research-based approach to teaching the WV Content Standards and Objectives.

**Objective 1.1** The achievement gap in reading/language arts between students with disabilities and all students will decrease by a minimum of 2%each year.

**As measured by:**

WESTEST in reading and language arts and the WV Writing Assessment.

Baseline Data		Actual	
Targets			
2005-2006	38.00	2005-2006	43.00
2006-2007	36.00	2006-2007	39.00
2007-2008	34.00	2007-2008	0.00
2008-2009	32.00	2008-2009	N/A
2009-2010	30.00	2009-2010	N/A

**Objective 1.2** 1.2 The percentage of fourth grade students scoring below mastery on the WV Writing Assessment will decrease annually by one percent.

**As measured by:**

WV Writing Assessment

Baseline Data		Actual	
Targets			
2005-2006	23.00	2005-2006	24.00
2006-2007	22.00	2006-2007	13.00
2007-2008	21.00	2007-2008	0.00
2008-2009	20.00	2008-2009	N/A
2009-2010	19.00	2009-2010	N/A

**Objective 1.3** 1.3 The percentage of seventh grade students scoring below mastery on the WV Writing Assessment will decrease annually by one percent.

**As measured by:**

WV Writing Assessment.

Baseline Data		Actual	
Targets			
2005-2006	19.70	2005-2006	20.70
2006-2007	18.70	2006-2007	0.00
2007-2008	17.00	2007-2008	18.00
2008-2009	16.00	2008-2009	N/A
2009-2010	15.00	2009-2010	N/A

**Objective 1.4** 1.4 The percentage of tenth grade students scoring below mastery on the WV Writing Assessment will decrease annually by one percent.

**As measured by:**

WV Writing Assessment.

Baseline Data		Actual	
Targets			
2005-2006	13.50	2005-2006	14.50
2006-2007	12.50	2006-2007	0.00
2007-2008	12.00	2007-2008	13.00
2008-2009	11.00	2008-2009	N/A
2009-2010	10.00	2009-2010	N/A

**Goal 2:** All students will attain mastery or beyond in mathematics by implementing a research-based approach to teaching the WV Mathematics Content Standards and Objectives.

**Objective 2.1** The achievement gap in mathematics between all students and students with disabilities will decrease by a minimum of 2% each year.

**As measured by:**  
WESTEST

<b>Baseline Data</b>		<b>Actual</b>	
<b>Targets</b>			
<b>2005-2006</b>	33.00	<b>2005-2006</b>	37.00
<b>2006-2007</b>	35.00	<b>2006-2007</b>	0.00
<b>2007-2008</b>	33.00	<b>2007-2008</b>	N/A
<b>2008-2009</b>	31.00	<b>2008-2009</b>	N/A
<b>2009-2010</b>	29.00	<b>2009-2010</b>	N/A

**Objective 2.2** Wayne County's average ACT score will improve annually to at or above the state average.

**As measured by:**  
ACT scores

<b>Baseline Data</b>		<b>Actual</b>	
<b>Targets</b>			
<b>2005-2006</b>	20.25	<b>2005-2006</b>	0.00
<b>2006-2007</b>	20.50	<b>2006-2007</b>	20.30
<b>2007-2008</b>	20.60	<b>2007-2008</b>	N/A
<b>2008-2009</b>	20.60	<b>2008-2009</b>	N/A
<b>2009-2010</b>	20.60	<b>2009-2010</b>	N/A

**Goal 3:** All schools will have the leadership, culture and organizational practices representative of the effective school correlates.

**Objective 3.1 3.1** To increase annually the number of administrators participating in leadership training to have the skills and knowledge necessary to promote school improvement.

**As measured by:**

Participant sign-in sheets, school walk-throughs by central office contacts and overall evidence of an effective school. The county has developed a survey to be used by the central office/school contacts. This survey will be used four times a year, each time to be returned to the programmatic director for discussion.

Baseline Data				55.00
	Targets		Actual	
	2005-2006	65.00	2005-2006	65.00
	2006-2007	75.00	2006-2007	100.00
	2007-2008	85.00	2007-2008	N/A
	2008-2009	95.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

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

**Objective 4.1** To increase specific skills of middle and high school students in rejecting offers of alcohol, tobacco, and other drugs by 5% annually based on student perceptions of disapproval from state and local data.

**As measured by:**  
WVYRBS, PRIDE, local data  
**Baseline Data**

Targets		Actual	
2005-2006	0.00	2005-2006	78.00
2006-2007	82.00	2006-2007	82.00
2007-2008	87.00	2007-2008	N/A
2008-2009	92.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

**Objective 4.2** To decrease the number of alcohol, tobacco, and other drug violations occurring during school hours and on school property for middle and high school students by 5% annually based on WVEIS documentation.

**As measured by:**  
WVEIS  
**Baseline Data**

Targets		Actual	
2005-2006	0.00	2005-2006	129.00
2006-2007	122.00	2006-2007	119.00
2007-2008	116.00	2007-2008	N/A
2008-2009	110.00	2008-2009	N/A
2009-2010	104.00	2009-2010	N/A

**Objective 4.3** To increase the security of 100% of middle school students at 2 schools within two years by improving/upgrading surveillance systems in county middle schools based on local data and purchase orders on file.

**As measured by:**  
Local data, purchase orders on file  
**Baseline Data**

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

**Objective 4.4** To reduce the incidences of violence and bullying violations in county elementary and middle schools by 5% annually based on WVEIS documentation.

**As measured by:**  
WVEIS  
**Baseline Data**

Targets		Actual	
2005-2006	0.00	2005-2006	169.00
2006-2007	160.00	2006-2007	157.00
2007-2008	150.00	2007-2008	N/A
2008-2009	143.00	2008-2009	N/A
2009-2010	136.00	2009-2010	N/A

**Objective 4.5** To increase participation with Natural Helpers program and school-based student groups in 3 high schools by 10% to enable a positive peer culture with positive peer interventions and assistance based on local data and student surveys.

**As measured by:**  
Local data, student surveys  
**Baseline Data**

Targets		Actual	
2005-2006	0.00	2005-2006	250.00
2006-2007	275.00	2006-2007	279.00
2007-2008	302.00	2007-2008	N/A
2008-2009	332.00	2008-2009	N/A
2009-2010	365.00	2009-2010	N/A

**Objective 4.6** To increase knowledge of 15% of parents in Title I schools annually regarding dangers and prevalence of ATOD and violence among students based on local data and Parent Coordinator logs.

**As measured by:**  
Local data, Parent Coordinator logs  
**Baseline Data**

Targets		Actual	
2005-2006	0.00	2005-2006	240.00
2006-2007	300.00	2006-2007	300.00
2007-2008	345.00	2007-2008	N/A
2008-2009	431.00	2008-2009	N/A
2009-2010	495.00	2009-2010	N/A

**Objective 4.7** To ensure 100% compliance with proper administration and implementation of Title IV programming throughout the county on an annual basis based on the Title IV Grant Application.

**As measured by:**  
Title IV Grant Application Documentation  
**Baseline Data**

Targets		Actual	
2005-2006	0.00	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 4.8** To increase social skills, drug and tobacco prevention skills, and character education skills by 5% for 4 elementary after school tutoring programs based on local data and student surveys.

**As measured by:**  
Local data, student surveys

Baseline Data				0.00
	Targets		Actual	
2005-2006	0.00		2005-2006	85.00
2006-2007	90.00		2006-2007	90.00
2007-2008	94.00		2007-2008	N/A
2008-2009	98.00		2008-2009	N/A
2009-2010	100.00		2009-2010	N/A

**Goal 5:** Technology Goal: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of instructional technology.

**Objective 5.1** To improve the technology infrastructure, equipment and software by reducing the number of computer workstations with outdated operating systems.

**As measured by:**

<b>Baseline Data</b>				<b>0.75</b>
	<b>Targets</b>		<b>Actual</b>	
<b>2005-2006</b>	0.60		<b>2005-2006</b>	0.64
<b>2006-2007</b>	0.45		<b>2006-2007</b>	0.49
<b>2007-2008</b>	0.30		<b>2007-2008</b>	N/A
<b>2008-2009</b>	0.45		<b>2008-2009</b>	N/A
<b>2009-2010</b>	0.00		<b>2009-2010</b>	N/A

## HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

<b>High Yield Strategies Identified</b>	<b>Scientifically Based Research</b>
Rigorous Performance in Core Subjects	
Standards-Based Curriculum	
Pre K-12 Mathematics Model	
Classroom Environments	
Prioritization and Mapping	<p>Title I compliance</p> <p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing.</p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to “justify” the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <u>Summative versus Formative Assessment</u>, <i>Teaching and Learning Technologies, TIP</i>)</p>
Highly Qualified Teachers	<p>Title I compliance</p> <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p>
Time and Resources to Support School-Based Learning Communities	<p>Title I compliance</p> <p>Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p>
Innovative Approaches to Meeting Subgroup Needs	Title I compliance

Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home.

Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur.

Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.

Marzano, Robert J. (2003). *What Works In Schools*. Alexandria, Va. Association for the Supervision and Curriculum Development

Payne, Ruby K. (1996). *A Framework for Understanding Poverty*. Highlands, TX. Aha! Process, Inc.

Title I compliance

Instructional strategies and models in a **targeted assistance school** must focus on enabling participating students to meet the State's student performance standards. The selection of instructional models to use in a targeted assistance school will be made by each school based on the needs of participating students. 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. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of failing, to meet the challenging standards, thoughtful consideration to program design is essential.

Policy Guidance for Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies - April 1996

Title I compliance

There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates". This body of correlated information began what is now referred to as Effective Schools Research.

The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.

Lezotte, Lawrence W. (1991) *Correlates of Effective Schools*. Okemis, MI Effective Schools Products, Ltd.

Parents as Respected and Valued Partners

Title I compliance

More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994).

Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement*, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."

Change Based on Internal and External Factors

Title I compliance

Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)

	<p>Dufour, Richard and Robert Eaker (1998)</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>Title I Compliance</p> <p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2<sup>nd</sup> ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13<sup>th</sup>, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
<p>Integration of 21st Century Learning</p>	<p>Title I compliance</p> <p>We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin &amp; Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, &amp; Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are <i>procedural guidelines</i> that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman &amp; Miles, 1984; Prochaska, DiClemente, &amp; Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time.</p> <p>Guideline #1: Recognize Change as Both an Individual and Organizational Process</p> <p>Guideline #2: Think <b>Big</b>, but Start <b>Small</b></p> <p>Guideline #3: Work in Teams to Maintain Support</p> <p>Guideline #4: Include Procedures for Feedback on Results</p> <p>Guideline #5: Provide Follow-Up, Support, and Pressure</p> <p>Guideline #6: Integrate Programs</p> <p>What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained.</p> <p>Thomas Guskey (1995)</p>
<p>Other Strategy Peer Mediation</p>	
<p>Other Strategy Social Skills Training</p>	
<p>Other Strategy Character Education</p>	
<p>Other Strategy Technology Integration</p>	<p>The West Virginia Story <a href="http://www.mff.org/edtech/projects.taf?_function=detail&amp;Content_uid1=151">http://www.mff.org/edtech/projects.taf?_function=detail&amp;Content_uid1=151</a></p> <p><b>West Virginia Study</b></p> <p><b>Under what conditions is technology effective in</b></p>

**advancing learning and teaching?**

This is the fundamental question that drives the research of the Milken Exchange on Education Technology.

Education technology evolves quickly because of changes in technology and advances in our understanding of how to use it, engage, challenge and nurture learners. The lag between the introduction of a program and evidence of its effectiveness may be significant. Still, it is useful to know what kinds of education technology work and in what ways.

This study of West Virginia's Basic Skills/Computer Education is a collaborative investigation by the [West Virginia Department of Education](#), the educators and students in the schools studied, the Milken Family Foundation, and Interactive Inc.

The findings suggest that Virginia's Basic Skills/Computer Education program has had a positive impact on learning. West Virginia has had across-the-board increases in statewide assessment scores in all basic skills areas, and their NAEP (National Assessment of Educational Progress) scores have gone up. (Please download a copy of the report to see where gains were noted and how technology was integrated into the curriculum.)

The West Virginia Story's authors:

**Dr. Dale Mann**, a professor at Teachers College, Columbia University and founding chair of the International Congress for School Effectiveness, an organization with members from more than half the countries of the world that is dedicated to improving schooling for the neediest children;

**Dr. Charol Shakeshaft**, a professor at Hofstra University. She is a specialist in research methods and a pioneer in the field of gender equity and schooling. Dr. Shakeshaft is the author of a leading textbook on women in educational leadership.

**Jonathan Becker, J.D.** is a research specialist in law and education. A doctoral student at Teachers College, Columbia University, he is interested in social science research utilization in the educational policy context.

**Dr. Robert Kottkamp** is a professor in the Department of Administration and Policy Studies at Hofstra University where he teaches research methods, administrative leadership and reflective practice.

Publications: [West Virginia Story](#)  
3/10/99 by **Dale Mann, Ph.D., Charol Shakeshaft, Ph.D., Jonathan Becker, J.D., Robert Kottkamp, Ph.D.**

This study examines West Virginia's long-running Basic Skills/Computer Education program and its positive impact on students' standardized test scores.

Articles: [West Virginia Study Results](#)

3/10/99 Exchange study finds direct link between use of learning technology and higher academic achievement in West Virginia. Students raised their standardized test scores in math, reading and language arts since the state implemented its Basic Skills/Computer Education Program.

SEARCH FOR:



This Section

Entire Site

Other Strategy Parental involvement

Title V Grant: Research has highlighted a correlation between parental involvement and student achievement in school, however, the "how" of parental involvement continues to be a challenge (Greenwood & Hickman, 1991, Seefeldt, 1985, Voydanoff & Donnelly, 1996, in Pena, 2000; Gutman & Midgley, 2000). Epstein (1987) and Henderson (1988) report that schools that favor parental involvement outperform schools with little parental involvement (in Pena, 2000). In general, parents become less involved as their children get older. This may be because parents feel less able to help as their children get older and the schoolwork becomes more difficult. However, Shumow and Miller (2001) found that parents of low achieving adolescent students are more likely to be involved at home than parents of successful students. Not surprisingly, parents who get along with their children and parents who have had positive experiences in helping other students in the past are also more likely to become involved (Eccles & Harold, 1993). Parents of high achieving students are more likely, however, to participate in school governance and school activities than are parents of average or struggling students and parental involvement both at home and at school is correlated positively to the educational level of the parent (Eccles & Harold, Shumow & Miller, 2001).

# Technology Plan

Submitted by - GLA89001 2007-09-19 10:29:18.0

## 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,

Wayne County's continued goal is to promote effective utilization of educational technology which supports achievement and lifelong learning. To improve student basic skills abilities in reading, writing and mathematics, continued distribution of computers will be accomplished through funding from the West Virginia state initiatives and local sources. Continued enhancements to the technology infrastructure countywide will be of primary importance in order to provide a robust environment which supports multimode traffic for data and video, thereby serving student, staff and administrative needs.

### Technology Needs Assessment

The 2006 survey indicates that the overall infrastructure for local area data and video networks in Wayne County Schools is adequate for connectivity of all types of workstation and communication devices to utilize Internet and other telecommunication services. While the survey indicates improvement in the number of workstations with XP or higher operating system, the ratio of students to computers is still somewhat below the national average. Achieving the goal of 100% of workstations with XP operating systems or higher within three years should be a priority. The survey also reflects the need for more administrative computers with current operating systems. The utilization of email and web-based solutions for home/school communication is improving, however, a concerted effort to improve this use needs to be prioritized. Professional development for technology integration is adequate and should be continued with at least this rate of hours provided. Distance education opportunities are present in all Wayne County Schools. Emphasis should be placed on encouraging more varied forms of content delivery to support the curriculum.

**Action Steps**

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

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

- 01 - Meet with school and county technology committees to assess needs as components of a four-year plan for integration purchasing.
- 02 - Utilize Tools for Schools funding resources to purchase professional development update training for Compass Learning at all elementary schools and interactive whiteboard training for system operators, lead teacher, and integration specialists at all schools.
- 03 - Utilize Tools for Schools Elementary funding to purchase four 32 workstation labs with 1 printer each to be placed at Ceredo, East Lynn, Kenova and Lavalette elementary schools.
- 04 - Utilize Tools for Schools Elementary funding to purchase servers and Novell operating system license updates for Crum, Dunlow, Fort Gay and Genoa elementary schools.
- 05 - Utilize Tools for Schools Secondary funding to purchase two 30 workstation notebook computer labs with MS Office licenses and storage carts to be placed at Tolsia and Wayne high schools.
- 06 - Utilize Tools for Schools Secondary and Technology Infrastructure funding to purchase approximately 103 desktop workstations with MS Office installed for use at Spring Valley and Wayne high schools. Three labs totaling 85 computers will be installed at Spring Valley and one lab will be completed at Wayne with 18 workstations.
- 07 - Utilize state and local funding resources to purchase an additional 300 licenses for security software for distribution to all 12 elementary schools to secure labs.
- 08 - Review needs of all schools as addressed by the technology committee and the four-year county plan for implementation to identify a purchasing program for the fiscal year which will increase student access to computers.
- 09 - Utilize Local Share funding to purchase two interactive whiteboard modules, including data projectors and notebook computers, each for six middle schools.
- 10 - Utilize grant funding from Marshall University's June Harless Center and local funding to purchase videoconferencing, video distribution, interactive whiteboard, data projection, and computer equipment as planned for new construction and existing labs and classrooms at Kellogg Elementary School.

**Projected Begin Date**  
July 2, 2007

**Projected End Date**  
June 29, 2007

**Actual Begin Date**  
July 1, 2007

**Actual End Date**  
?

**Purpose** To ensure that the capabilities of the technology infrastructure are adequate to acceptable performance of the technology being implemented in Wayne County Schools.

**Persons Responsible**  
Technology Coordinator,  
Technology Committee,  
Superintendent

**Target Audience** All students and personnel

**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** County Plan

**Associated Goals/Objectives** Achievement ,Achievement ,Achievement ,Achievement ,Achievement ,Achievement ,Achievement

**Associated High Yield Strategies** Change Based on Internal and External Factors

**Action Step** Provide an ACT prep class focusing on college bound seniors in the fall semester and juniors in the spring semester.

**Projected Begin Date**  
August 27, 2007

**Projected End Date**  
June 2, 2008

**Actual Begin Date**  
August 27, 2007

**Actual End Date**  
June 2, 2008

**Purpose** To ensure that students are prepared to do well on the ACT

**Persons Responsible** Secondary Curriculum Director

**Target Audience** Classroom Teachers, students

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

**Plan Section** County Plan

**Associated Goals/Objectives** Achievement

**Associated High Yield Strategies** Use of Data to Target Improvement Efforts

**Action Step** Train teachers in each school to use Writing Road Map as a means of establishing benchmarks in writing for all grades

**Projected Begin Date**  
October 1, 2007

**Projected End Date**  
April 30, 2008

**Actual Begin Date**  
October 1, 2007

**Actual End Date**  
April 30, 2008

**Purpose** To ensure that students master the writing skills needed to successfully meet performance targets

**Persons Responsible** County Testing Coordinator, Principals, Teachers

**Target Audience** Classroom teachers, students

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

**Plan Section** County Plan

**Associated Goals/Objectives** Achievement

**Associated High Yield Strategies** Use of Data to Target Improvement Efforts

**Action Step** Use of DIBELS Assessment in Grades K-3

**Projected Begin Date**  
September 1, 2007

**Projected End Date**  
May 31, 2008

**Actual Begin Date**  
September 3, 2007

**Actual End Date**  
May 31, 2008

**Purpose** Frequent Monitoring of achievement for early learning

**Persons Responsible** Principals, Classroom teachers, County Testing Coordinator

**Target Audience** Principals, Teachers, students, parents

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

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

- 1 - Meet regularly with Technology Integration Specialists from local schools, Title I and Career & Technical to develop and implement designated programs to assist professional staff with integration of technology resources. Increased awareness and utilization of Thinkfinity and SAS will be targeted. In addition, TIS staff will provide resources and training for enhanced use of all MSOffice components in the classroom.
- 2 - Develop a plan in cooperation with Special Services to ensure that appropriate hardware and software resources are in place to support curriculum needs for targeted students.
- 3 - Meet regularly with academic coaches provided by Federal Programs to ensure success of their staff development programs for reading and math support by providing appropriate software to include Cognitive Tutor, Accelerated Reader and Scholastic Reading Counts.

**Projected Begin Date**  
July 2, 2007

**Projected End Date**  
June 29, 2007

**Actual Begin Date**  
July 1, 2007

**Actual End Date**  
?

**Purpose** To improve the use of 21st Century skills and resources to improve student achievement.

**Persons Responsible** Technology Coordinator, Technology Committee, Teachers

**Target Audience** All students and personnel

**Intended Impact on Audience** Improved utilization of instructional technology resources

**Professional Development**  
Coaching ,Trainer Led

**Professional Development Other Description** Local school and countwide Technology Integration Specialists and Academic Coaches will provide small group and individualized professional development on techniques for incorporating instructional technology resources in classrooms.

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Standards-Based Curriculum ,Integration of 21st Century Learning ,Technology Integration

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

- 01 - Principals, academic coaches, and technology integration specialists will monitor teacher lesson plans in all curriculum areas to ensure utilization and communication of technology instructional resources.
- 02 - All professional staff will be required to use an access email account for school business. Central Office staff and principals will provide standard communications in email format and addresses will be published on school and county websites to facilitate community and student interaction.
- 03 - Develop a plan to ensure that at least ten percent of workstations at each school site are WVEIS accessible and placed in appropriate areas for teacher use.
- 04 - Develop publications which are informative for staff regarding the importance of data collection available within WVEIS and how teachers and administrators can utilize data to target low-performance areas of the curriculum.
- 05 - Develop informative publications regarding the instructional technology resources which are available countywide in order to stimulate utilization and target curriculum support.
- 06 - Provide cellular phones for curriculum and transportation administrators to improve communication.
- 07 - Provide data lines to all schools and facilities for robust access to the Internet.
- 08 - Provide voice and long distance telephone services for all Wayne County schools and facilities.
- 09 - Request internal connections items, specifically switches, video codec and distribution equipment, for Fort Gay and East Lynn elementary schools.
- 10 - Request internal connections basic maintenance, specifically specialized video infrastructure maintenance, for Dunlow, East Lynn, Genoa, Crum, Kenova and Wayne elementary schools and Tolsia High School.

**Projected Begin Date**  
July 2, 2007

**Projected End Date**  
June 29, 2007

**Actual Begin Date**  
July 1, 2007

**Actual End Date**  
?

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

**Persons Responsible** Technology Coordinator, Curriculum Directors, Principals

**Target Audience** All students and personnel

**Professional Development**  
None

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

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Integration of 21st Century Learning ,Technology Integration

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

- 1 - Provide computer lab enhancements in targeted schools through funding sources to include State Initiatives, EETT, Special Education, Career & Technical, Title I and Step 7. State Initiative funding will provide desktop workstation labs for Ceredo, East Lynn, Kenova and Lavalette Elementary Schools, Spring Valley and Wayne High Schools and mobile labs for Tolsia and Wayne High Schools. EETT funding will provide a 30 unit mobile lab for Vinson Middle School. Special Education funding will provide 3 workstations each for pre-K at Buffalo and Wayne, CTE will provide notebook computers for CTE teachers at the 3 high schools and 10 MAC workstations for the graphics lab at Wayne High. Step 7 funding will provide 8 MAC workstations for the journalism lab at Wayne High School. Title I funding will provide workstations for the 10 Title I elementary and middle schools as designated in each school's local plan.
- 2 - Provide wireless lab environments at Fort Gay, Wayne and Genoa Elementary Schools, Vinson Middle School and Spring Valley High School to increase access to computers.
- 3 - Provide interactive whiteboards, projectors and notebook computers in all middle schools and high schools to support the implementation of vendor provided reading and math curriculum software.

4 - Provide 30 workstation notebook computer labs for Tolsia and Wayne High Schools to increase access to computers needed for daily instruction, specifically Cognitive Tutor math and statewide testing programs to include IKnow and Writing Assessment.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> June 29, 2007	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
<b>Purpose</b> To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement.	<b>Persons Responsible</b> Technology Coordinator, Curriculum Directors	<b>Target Audience</b> All students and personnel	
<b>Professional Development</b> None	<b>Federal Compliances</b> Technology 04-Increased Access for Students and Teachers to 21st Century Tools		

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

**Plan Section** County Plan

**Associated Goals/Objectives**

Achievement ,Achievement ,Achievement ,Achievement ,Achievement ,Achievement

**Associated High Yield Strategies** Rigorous Performance in Core Subjects

**Action Step** Offer dual credit distance education courses through the video network

<b>Projected Begin Date</b> August 27, 2007	<b>Projected End Date</b> June 2, 2008	<b>Actual Begin Date</b> August 27, 2007	<b>Actual End Date</b> June 2, 2008
<b>Purpose</b> To provide rigorous curriculum opportunities for high school students	<b>Persons Responsible</b> Secondary curriculum director in cooperation with higher education institutions	<b>Target Audience</b> High School Principals, teachers, students	
<b>Federal Compliances</b> Technology 05-Delivery of 21st Century Content through Distance Learning			

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Rigorous Performance in Core Subjects ,Integration of 21st Century Learning ,Technology Integration

**Action Step** TECH 05: To use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction.

- 1 - Provide videoconferencing equipment at all secondary schools to support delivery of instruction through videoconferencing in core curriculum subjects, to include English, Math, Social Studies and Spanish.
- 2 - Provide videoconferencing equipment in all schools to support delivery of supplemental instruction, to include virtual field trips and staff development.
- 3 - Provide opportunities for tutoring and specialized skills instruction in English and math using the videoconferencing medium grades K-5 from the June Harless Demonstration Site at Kellogg Elementary School.
- 4 - Promote student participation in the West Virginia Virtual School where the curriculum/program of study need is appropriate.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> June 29, 2007	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
<b>Purpose</b> 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.	<b>Persons Responsible</b> Technology Coordinator, Curriculum Directors	<b>Target Audience</b> All students and personnel	
<b>Federal Compliances</b> Technology 05-Delivery of 21st Century Content through Distance Learning			

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration ,Parental Involvement

**Action Step** TECH 06: To promote collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

- 1 - Provide outbound dialing systems for attendance reporting to promote parental involvement.
- 2 - Provide assistance to schools in website development to promote interaction with school and parent communities.
- 3 - Provide curriculum support services in K-5 curriculum to multiple counties through partnership with Marshall University's June Harless Center for Educational Research and Development using the video network.
- 4 - Provide library automation software for use by parent volunteers in elementary schools as appropriate.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> June 29, 2007	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
<b>Purpose</b> To improve communication and collaboration among stakeholders	<b>Persons Responsible</b> Technology Coordinator, Curriculum Directors	<b>Target Audience</b> All students and personnel, school communities	
<b>Federal Compliances</b> Technology 06-21st Century Parent/Community/Partnership Collaboration			

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TECH 07: To plan for professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology.

- 1 - Provide raining in specialized software for curriculum and communication support to include Dreamweaver, Cognitive Tutor, Dibels, SchoolKit, Thinkfinity, SAS, vendor provided Benchmarking guides, and use of interactive whiteboards.
- 2 - Provide general training and specialized training for certification in MS Office. Training for all teachers and secretary staff will be provided by Title I academic coaches, Technology Integration Specialists and classes in partnership with Marshall Community and Technical College.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> June 29, 2007	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
<b>Purpose</b> To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources.	<b>Persons Responsible</b> Technology Coordinator, Curriculum Directors, Technology Integration Specialists, Designated Vendors	<b>Target Audience</b> Principals and all school personnel	<b>Intended Impact on Audience</b> Improved utilization of instructional technology resources.
<b>Professional Development</b> Trainer Led	<b>Professional Development Other Description</b> Training in specialized software for curriculum and communication support to include Dreamweaver, Cognitive Tutor, Dibels, SchoolKit, vendor provided Benchmarking guides, and use of interactive whiteboards.	<b>Federal Compliances</b> Technology 07-Professional Development for 21st Century Instruction	

**Plan Section** Title II

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Technology Integration

**Action Step** TII/TECH: Provide staff development opportunities in math and reading using the video network.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> May 30, 2008	<b>Actual Begin Date</b> ?	<b>Actual End Date</b> ?
<b>Purpose</b> To broadcast regularly scheduled staff development training in the core curriculum to enhance instructional resources.	<b>Persons Responsible</b> Academic coaches, June Harless Demonstration Site staff	<b>Target Audience</b> All teachers	<b>Intended Impact on Audience</b> Teachers will broaden their use of instructional resources to enhance student learning.
<b>Professional Development</b> Coaching	<b>Federal Compliances</b> Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction		

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

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Classroom Environments ,Technology Integration

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

- 1 - Provide hardware and software maintenance support for data and video networks through contracts with vendors as appropriate, primarily Verizon, Polycom and nCompass Networks.
- 2 - Enhance and maintain switched environment infrastructure by replacement of switches at designated schools.
- 3 - Upgrade circuits to accommodate increased video traffic from June Harless Demonstration Site.
- 4 - Upgrade and/or replace outdated videoconferencing equipment as appropriate.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> June 29, 2007	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
<b>Purpose</b> To provide a stable and robust 21st century learning environment	<b>Persons Responsible</b> Technology Coordinator	<b>Target Audience</b> All schools	
<b>Professional Development</b> None	<b>Federal Compliances</b> Technology 08-Maintenance and Repair of 21st Century Tools		

**Technology 09-Adult Literacy**

**Plan Section** Technology

**Associated Goals/Objectives** Technology

**Associated High Yield Strategies** Integration of 21st Century Learning ,Technology Integration

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

- 1 - Provide literacy enrichment opportunities for area communities through the June Harless Demonstration Site at Kellogg Elementary School.
- 2 - Provide updated computer labs for Adult Basic Education training centers at three sites.

<b>Projected Begin Date</b> July 2, 2007	<b>Projected End Date</b> June 29, 2007	<b>Actual Begin Date</b> July 1, 2007	<b>Actual End Date</b> ?
<b>Purpose</b> To provide 21st century skills for adults/community.	<b>Persons Responsible</b> Technology Coordinator	<b>Target Audience</b> All school communities	
<b>Professional Development</b> None	<b>Federal Compliances</b> Technology 09-Adult Literacy		

**E-rate Budgets**

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2008	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	19,800.60	14,058.43	5,742.17
		Data Lines	185,784.00	131,906.64	53,877.36
		Internal Conn Maint	7,780.08	6,575.06	1,205.02
		Internal Connections	21,667.55	17,334.04	4,333.51
		Internet Access	0.00	0.00	0.00
		Long Distance	18,612.00	13,214.52	5,397.48
		Paging	0.00	0.00	0.00
		Voice	118,086.00	83,841.06	34,244.94
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	371,730.23	266,929.75	104,800.48

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	19,800.00	14,850.00	4,950.00
		Data Lines	196,781.00	147,585.78	49,195.26
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	32,101.00	28,891.02	3,210.11
		Internet Access	0.00	0.00	0.00
		Long Distance	21,600.00	16,200.00	5,400.00
		Paging	0.00	0.00	0.00
		Voice	122,808.00	92,106.00	30,702.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	393,090.00	299,632.80	93,457.37

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

Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2006	Cellular	14,100.00	9,588.00	4,512.00
		Data Lines	160,116.00	108,878.88	51,237.12
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	117,841.75	79,063.99	38,777.76
		Internet Access	0.00	0.00	0.00
		Long Distance	24,852.00	16,899.36	7,952.64
		Paging	0.00	0.00	0.00
		Voice	98,683.68	67,104.90	31,578.78
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	415,593.43	281,535.13	134,058.30

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year	Annual	Disc% Commit	County Match	
E-rate funds	2005	Cellular	0.00	0.00	0.00
		Data Lines	164,344.20	121,462.02	42,882.18
		Internal Conn Maint	10,065.60	7,964.64	2,100.96
		Internal Connections	129,446.50	92,553.00	36,893.50
		Internet Access	0.00	0.00	0.00
		Long Distance	50,580.00	39,498.00	11,082.00
		Paging	0.00	0.00	0.00
		Voice	90,000.00	70,398.00	19,602.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	444,436.30	331,875.66	112,560.64

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.

- Do you have an Acceptable Use Policy?  Yes  No
- If yes, what is the last date of adoption/revision? 09/05/2006
- When was the public meeting held for CIPA Compliance? 07/12/2001
- Provide the URL to your acceptable use policy. <http://boe.wayn.k12.wv.us>

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	21	2	23
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	1	0	1
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

Research shows there is a relationship between professional development, teacher quality and improved student achievement. Therefore, on-going sustained professional development will be provided to all Pre-K-12 teachers in the area of reading/language arts and math using high yield strategies to improve achievement. The single most critical factor to improve student achievement is teacher quality. Beginning teacher/principal mentors will be in place for on-going support as well as professional development opportunities. Professional development will also provide experienced teachers the ability to expand their content knowledge and learn new instructional strategies. County policy is in place to provide highly qualified teachers who will be knowledgeable of 21st century skills that are necessary for student to compete in a global society. On-going professional development in the correlates of effective schools is in place to provide quality instructional leadership/managers in each of our schools

### Process Monitoring

A form has been developed by the county school leadership team (county curriculum team) and provided to each central office school contact to monitor our five year strategic plan. The form contains standard needed to meet AYP as well as standards to meet the goals and objectives of the plan (an example of the later would be to verify that teachers are teaching the CSO's). County school contacts are required to visit their schools twice per semester to verify progress using the above mentioned form. These forms are then assessed by the county school leadership team and adjustments are made to help meet the target goals. These adjustments may be in the form of additional resources, activities and/or information to school personnel.

### Evaluation Process

The ultimate proof will be to see improved student achievement as measured by summative, benchmark and formative classroom assessments. Actions steps will only include research proven high yield strategies and assessments that measure higher order thinking and reasoning skills.