FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

WETZEL COUNTY SCHOOLS WETZEL COUNTY BOARD OF EDUCATION 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

Administration	Mrs.	Susanna Villers
	Mrs.	Shawn Coen
	Ms.	M. Fay Shank
	Mr.	Samuel M. Snyder
	Mrs.	Tammy H. Wells
	Mr.	R. Jay Yeager
	Mrs.	T. Jane Beckett
	Ms.	Robyn Fitzsimmons
	Mr.	Warren Lee Grace, Jr.
	Mr.	Timothy W. Haught
	Mr.	Paul C. Huston II
Business & Community	Mrs.	Barbara Norris
	Mr.	Bill Forbes
	Mr.	Brian Feldmeier
	Mr.	Earl Smith-Wetzel Valley Agencies
	Mr.	Neil Snider
	Ms.	JoAnn Taylor
	Mr.	William Chip Poling
Federal Programs	Mrs.	Kim Fruner
	Mrs.	Melissa Scyoc
	Mrs.	Caryn Puskarich
	Mrs.	Belinda Baker
	Special Education Director	Deborah Novotny
	Mrs.	Linda Kirk
	Mrs.	Nancy Richmond
	Mrs.	Donna Sands
	Mrs.	Beth Glow
Other	Mr.	T. Lee Jackson
	Mrs.	Sue Jones
	Mrs.	Rachel Melott
	Mrs.	Janice Moore
	Mrs.	Sue Morgan
	Mr.	Donald R. Tuttle
	Mrs.	Deborah Rothacher
	Ms.	Kim Edgell
Parents	Mr.	Bart Croasmun
	Mrs.	Michelle Feldmeier
	Mrs.	Toni Shaver
	Mrs.	Judy Baxter
	Mrs.	Monica Morris
	Mrs.	Belinda Baker
Service Personnel	Mr.	Steven M. Wayts
Students	Ms.	Chelsea Amos
	Mr.	Jake Blatt
	Mr.	Eric Croasmun
	Miss	Kristi Phillips
	Ms.	Alexandra Higginbotham
Teachers	ESL Teacher	Stacy Barcus
	Mrs.	Cindy Kocher
	Mrs.	Teresa Shackleford
	Mr.	Virgil Wilkins
	Mrs.	Jean Bowser
	Mrs.	Marikay Corliss
Technology Committee	Mr.	Darrel A. Ballard
	Mr.	Robert Shaver
	NMS Site Coordinator	Patricia Bland

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

EDUCATING INDIVIDUALS FOR SUCCESS

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...
1. Schools have an obligation to help every student fulfill his/her potential.
2. Schools must challenge students and foster responsibility and creativity.
3. Students, parents, communities, and educators are partners in the lifelong learning process.
4. In a safe, secure and comfortable environment that fosters excellence in teaching, learning, and achievement.
5. In the value of each student's uniqueness and in ensuring that each student can learn and succeed.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	18,000.00
Rural and Low Income Schools	101,168.00
Step 7	350,499.00
Technology E-rate	99,713.52
Technology E-rate County Match	35,034.48
Technology Local Share	12,189.00
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	44,609.00
TFS/Elementary Technology	41,813.00
TFS/Secondary Technology	50,919.00
Title II	233,064.00
Title III Language Instruction LEP	875.00
Title IV Safe and Drug Free Carryover Budget	10,276.37
Title IV Safe and Drug Free Schools	17,045.60
Title V	19,336.00
Total	**$ 1,034,541.97**

DATA ANALYSIS

A. EXTERNAL DATA
ANALYSIS

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

From 2000 thru 2003, the U. S. Census Bureau reported a decline of 516 in the Wetzel County population. Countywide, from 2000 thru 2006, Wetzel County Schools enrollment declined by 409. Wetzel County Hot Lunch records reflect that in 2002, Wetzel County Schools had 1,681 needy children enrolled as oposed to 1,709 in 2004. As of October of 2006, the total number of needy children is at 1,384. From the school year 2000-01 thru 2004-05, the population of Special Needs Children countywide increased from 660 to 708. These trends have had a multi-faceted impact upon the Wetzel County School System--the decline in general population affects the tax base used for education; the decline in overall school enrollment reflects less money from the state for running our schools and that results in personnel and educational program issues. The increase of students in the Needy and Special Needs categories increases the probability that schools and county will suffer the consequences of not meeting NCLB Average Yearly Progress mandates. For **2006/2007**, statistics from WVDE indicate that Wetzel County lost at least 135 students in 2006, which would mean that our declining enrollment is still in progress, and the negative implications of that trend will continue.

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

The 2000 Census shows that 26.2% of Wetzel County's population is in the age-range of Birth to 19 and that 28.1% falls into the 55 to 85 years old category. The median age in 2000 was 40.4. This means that fewer than half of the population was probably taking care of the other portion and 22.4% of the population over the age of 25 has not completed high school, which implies that many of these people are probably living in poverty without the personal skills to move upward in our society. 99.3% of Wetzel Countians were born in the United States; therefore, multiculturism is not a significant problem and with only 1% of the population being of a race other than white, racism does not appear to be a problem.

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

The major change in the Socio-economic demographics of Wetzel County centers around a decline in overall population, but specifically in the area of Pre-Kindergarten through first grade school-age children. The student enrollment for the first school month of the 2005-2006 school year has declined by 163 students when compared to the same time period for the preceeding school year. This is the largest one-year decline in student enrollment for many, many years. Such a decline in student enrollment will have a dramatic impact upon our school system- both in the number of personnel funded within the State School Aide Funding Formula and in the level/ variety of educational programs which can be provided to our students. As a result of the decline in student enrollment in 2005/2006, nineteen and one-half professional positions for 2006/07were eliminated and for 2007/08 seventeen more professional positions were eliminted making it difficult to provide services to students in all nine schools.

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

A major change in the economic stability for Wetzel County has occurred due to labor problems at two of the region's major industrial employers: Ormet Aluminum Corporation and at PPG Industries, Incorporated. Workers at Ormet were on strike for two years from November, 2004 and as of June 2007 only a portion of those workers have begun to get called back to work for the newly reorganized company. PPG Industries settled their labor disputes with lower wages for beginning workers and lessened benefits as part of the agreed-upon bargain. These workers are some of the highest paid members of the local work-force and these labor disputes resulted in economic uncertainty for Wetzel County, causing many of these workers to leave the county in search of employment. In addition, Bayer Corporation has significantly reduced its workforce. As a result of these labor issues: local businesses have been impacted financially; some families- several with college-educated parents- have moved from Wetzel County; more students are now eligible for free/reduced meals in our schools; tax revenues will be affected; etc. All of these resulting conditions will have a negative and compounding impact upon Wetzel County Schools.

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

Although the unemployment rate has decreased a little over 2% in the last five years, the percent of children in poverty has only decreased by 1%. The percentage of children under the age of minority in 2003 was 1.6% of the population. Of that 1.6, 24.6% of children live with families with incomes below the US poverty threshold as defined by the US Census. There has been an increase of 6% of children approved for free and reduced price school meals in the last five years. In addition, there has been an increase of 36% in the percentage of children served by Head Start. The median family income for Wetzel County is $36,793. These statistics, along with the economic instability of Wetzel County, appears to predict lower enrollment of school age children and increased percent of children in poverty. In 2004, "The Kids Count Report" indicates that the unemployment rate in Wetzel County reflects an increase of .6% over the previous year, and the percent of children in the poverty level increased 2.5%--both statistics confirm the school system's need to prepare students to be successful in their chosen occupations.

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

In comparing the Wetzel County 2003 and 2005 PRIDE Surveys, there has been as increase in the percentage of students in grades eight and eleven who use tobacco and alcohol. There has been a decrease in the percentage of students in those grade levels who use marijuana. The YRBS administered to students in grades nine through twelve is statistically applicable to Wetzel County. During the past thirty days, 42.2% smoked cigarettes, 48.6% drank alcohol and 29.3% used marijuana. Those reporting that they had ever engaged in sexual intercourse was 54.8%. Students perception of being overweight did not reflect reality. 42% females and 27.2% males saw themselves as being overweight. Only 8.3% females and 15.8% males were actually overweight. 21.5% of the students indicated that they carried a weapon during the past thirty days.

PRIORITIES

1. Due to a continuing decrease in the County's general population and a very large decrease in student enrollment for the 2005-2006 school year, analysis of local birth rates must be done to determine long term ramifications of

population/student enrollment shifts.

2. As the overall student enrollment figures have been declining, the percentage of students within the special education and LOW SES student subgroups has been increasing and oftentimes, the same student will fall within both groups. Resultant adjustments in instruction, staffing, and allocation of resources must be considered.

3. Due to local changes in the economic environment, potential financial implications must be considered: declining enrollment, State Aide, personnel numbers, and curricular programming.

4. Additional attention must be given to the increased use of alcohol by student-age members of the County's population.

B. STUDENT ACHIEVEMENT DATA
ANALYSIS

No Child Left Behind School Reports

In 2002/03, the first year of the WESTEST, Wetzel County had one middle and 3 high schools that did not reach the Federal/State benchmark for proficiency for the Low SES and Special Education Cells. Other schools did not have the minimum number to be counted, but their scores did not reach the benchmark in those areas either. In 2003/2004,Wetzel County as a whole did not meet AYP for the Low SES and Special Education Cells; three out of eight schools were out of compliance in both cells. In 2004/2005 Wetzel County did not make AYP: two out of eight schools were out of compliance in the Special Ed. Subgroup and two schools met AYP in the Low SES Cell through the use of Confidence Intervals. 2005/06 results for Wetzel County resulted in one school not making AYP. When reviewing the NCLB Trend Data from WVEIS, in the ALL students category, two high schools reflect a downward trend in Reading Level Proficiency and Math level Proficiency, while two middle schools reflect a slight downward trend in these areas as well. This information would indicate the need for focusing on reading skills at all levels. The 2006-07 WESTEST scores resulted in one school not making AYP in the special education subgroup. The county did not make AYP in themiddle and secondary special education subgroups. Results indicate a slight overall increasing trend in mathematics achievement. Reading achievement is all over the charts with some schools seeing great gains, others remaining stagnant, and some seeing dramatic drops. These results indicate a need to focus on a consistent literacy model(implementing the three-tiered model beginning in grades K-3 this year with other grades to follow).

WESTEST Confidential Summary Report

The WESTEST Confidential Summary Report reflects that on the Elementary Level, Wetzel County did not increase the number of proficient students in each cell used for accountability. The Special Education Cell did not meet AYP in either R/LA or Math at the middle school level nor did it meet AYP in reading/language arts at the secondary level. The cell did not meet the size re- quirement for accountability for the one school in the Elementary Level. On the Middle Level, three middle schools had fewer proficient students in the math special ed. cell than the prior year, and one of the same schools also had fewer proficient students in the R/LA Special Ed. cell. In the LOW SES Cell in Math two schools, the number of proficient students still did not meet the state benchmark. On the Secondary Level, Countywide, there was a decline in the number of proficient students in the ALL Cell in R/LA. Two high schools had fewer proficient students in the ALL Cell in R/LA but one exceptional school had a gain of 10% while another remained stagnant. This trend might indicate that there is not enough importance placed upon R/LA at this level at the high schools scoring lower or remaining stagnant. In Math, in the ALL Cell, three high schools realized drops in the number proficient but the exceptional school had a gain of almost 32%. Again, none of the high schools met the state benchmark in the Special Ed. Cells. It appears that from Grade 3-8 and Grade 10, more personalized instruc- tion will be necessary to enable student growth in the Special Education Cells in the content areas for accountability. It is hoped that the three-tiered intervention that will be phased in gradually over the next three years will be beneficial.

WESTEST Confidential Item Analysis Summary

Confidential Item Analysis in third grade - less than 50% of the students achieved mastery on each of these items: mathematics - fraction representations, word problems using addition, finding the volume of rectangular solids; reading/language arts - genre - play, supporting sentences, written composition, apostrophe usage. Confidential Item Analysis in the fourth grade - less than 50% of the students achieved mastery on each of these items: mathematics - adding fractions using models, comparing fractions and decimals, completion of pattern/rule, finding the volume of a rectangle; reading/language arts - summarizing, story elements, personal response, drawing conclusions, graphic organizers, meaning clues, sentence combining, verb tense, pronouns. Confidential Item Analysis in the fifth grade - less than 50% of the students achieved mastery on each of these items: Mathematics - comparing decimals, multiplication of fractions, identify rotation; reading/language arts - supporting details, inferences in poetry, prefizes/suffixes, supporting sentences, run-on sentences, pronouns, Confidential Item Analusis in the sixth grade - less than 50% of the students achieved mastery on each of these items: mathematics - prime factors, identifying patterns, problems with equations, constructing similar figures, determining perimeter, volume/surface area, interpreting charts, interpreting graphs, determining mean; reading/language arts - main idea, drawing conclusions, similes, sentence fragments, Confidential Item Analysis in the seventh grade_ less than 50% of the students achieved mastery on each of these items: mathematics - determining absolute value, word problems using percent, solving application problems, identifying patterns, subtracting monomials, finding greatest common factor, problem solving using proportions, expression for word phrase, func.table/graph equation, solvingword problems, scale/using ration to solve, ratio/scale/polygons, problem soving with formulas, determining volume, determining probablility, and measure/central tendency; reading/language arts - defining characteristics, author's purpose, figurative language, infernces, text connections, poetry/mood, connotation/denotationpronouns, sentence combining, verb tense/agreement. Confidential Item Analysis in the eighth grade - less than 50% of the students achieved mastery on these items: mathematics - estimation with decimals, solving problems using fractions, use of order of operation, subtraction of polynomials, applying algebraic expressions, applying algebraic equations, determining slope of a line, coordinating transformations, using scale models, aolving application problems, concept of volume of a cone, determining probability; reading/language arts - making judgments, drawing conclusions, composition strategies, composition analysis, text connections, literature interpretation, editing strategies, verb tense. Confidential Item Analysis in 10th grade - less than 50% of the students achieved mastery on each of these items: mathematics - determining percents, using properties of numbers, applying scientific notation, simplifying square roots, solve/graph inequality, simplifying algbraic expression, evaluating algebraic expression, analyze graph/equation, graph linear equation, factor simple polynomials, similar figure/proportion, applying Pythagoream Theorem, apply formula for volume, caluculating percents; reading/language arts - forming conclusions, research strategies, text connections, metaphors, literary devises, paragraph organizers, relevant details, parenthetical expression, verb tense/pronouns, editing strategies, grammar,

WESTEST Confidential Roster Report

The WESTEST Confidential Roster Report provides individual student scale scores in each area tested. When these scores are compared to the state minimum scale scores, teachers and students can really see how well the students performed on the WESTEST. This report also gives the performance level for each student in each area tested. For instance, if a student performed at Mastery Level in Third Grade Math with a cut score of 611, which is the minimum required score for this level, that student is at risk for slipping to partial mastery the next year, if his/ her weaknesses aren't addressed prior to the next test. This student's Individual Item Analysis Report should be used to create a plan for im- proving the skills indicated as weak. This report will indicate if a student's test had a testing irregularity causing it

to be invalid or if a student did not complete the required number of test items to receive a score. These are facts that can help with creating a plan of improvement for that student.

WV Writing Assessment

In 04/05, the Writing Assessment was scored on a new 6-point rubric and on-line for grades 7 and 10 for the first time. Wetzel County experienced few technology problems with the on-line testing. Fourth Grade used paper and pencil to complete the Writing Assessment. County- wide, Wetzel County Fourth Graders had 76% of the students assessed score at or above Mastery. The average for the state was 74%. Out of the five Northern Panhandle Counties, Wetzel County 4th graders came in #4. Wetzel County had 76% of the 7th graders assessed score at or above Mastery. Statewide, 73% of the 7th graders scored at or above Mastery. In the Northern Panhandle Counties, Wetzel County 7th graders came in #3. Wetzel County 10th Graders had 82% of those assessed score at or above Mastery. Statewide, the average was 86% and amongst the Northern Panhandle Counties, Wetzel County was last. The Fourth Graders county- wide reflected Sentence Structure as the weakest analytic trait, followed by mechanics and word choice. Focus on writing complete sentences and learning about run-on sentences would be in order for 4th grade as well as instruction and practice with word choice and usage and practice in using standard written English. According to Writing Assessment Reports, the 7th grade, countywide had the greatest problems with narration and per- suasion, while one school had difficulty with description. Two of the 7th grade assessments could not be scored because they were too short. Tenth Graders had the most difficulty with narration, but all 10th grade assessments were scored. Countywide, there were five 7th grade students and twelve 10th grade students who scored in the Distinguished Category. By using Student Confidential Reports, teachers can identify student strengths and weaknesses in order to adjust instruction.

In 2005/06, 81% of the 7th graders scored at Mastery or above on the on-line Writing Assessment and again, narration and persuasion presented the greatest writing challenge, and test results indicate that overall, students were weak with sentence structure, word choice, and mechanics. With this information, lower grade-level teachers can revise their teaching to address strengthening the weak skills and they can use formative assessment to track student progress in these areas. Three 7th grade Writing Assessments could not be scored. 2005/2006 Writing Assessment Scores overall improved 6% over 04/05, which indicates an improved trend in the making.

The 2005/06 Writing Assessment for 10th Grade reflects that 77% of the students, countywide, scored at mastery/above, which is 5% fewer than the previous year. Expository and persuasive writing proved to be the greatest challenges overall and sentence structure and mechanics were the weakest writing skills displayed. With this information and the individual item analysis for each student, individual re-teaching can be used to bolster the weak skills for this year's 11th grade and 9th and 10th grade teachers can use the item analysis to determine the skills which should receive focus for the next school year.

The 4th Grade Writing Assessment Reports for 05/06 indicate that 11% of our students countywide scored at the Distinguished Level, and that is an increase of 5% from the prior year; 26% of our students scored at Above Mastery, which is an increase of 8% from the prior year; 83% of our 4th graders scored at mastery or above, which is an increase of 7% from 04/05, which indicates that our 4th grades are showing an improving trend, and that should bode well for future years and also indicate that expectations for student performance at this level need to continue to be high.

The 2006/07 7th grade Writing Assessment results showed 76% of our students scoring at or above mastery which is one percent fewer than last year. In the descriptive and expository writing, 19% of the students receiving those prompts scored below mastery. With this information, lower grade-level teachers can revise their teaching to address strengthening the weak skills and they can use formative assessment to track student progress in these areas.

10th grade scores for the 2006/07 Writing Assessment showed 87% of our students scoring at or above mastery. This is up 10% from last year. Narrative and persuasive writing proved to be the greatest challenge for students in the 10th grade, but the percentage below mastery in these two areas was not significantly greater than those in expository and descriptive writing.

4th grade Writing Assessment scores reflect 77% at or above mastery the 2006/07. This is 7% above the state average but 6% below last years scores.

SAT/ACT Results

In 2003 8.1 pecent of Wetzel County eligible students took the SAT. They scored a 583 math mean score and a 578 verbal mean score. In 2004, 5.4% of the eligible students took the Sat, and scored a 498 math mean and a 508 verbal mean score. This reflects a declining trend in those scores. For the past 9 school years (1997 thru 2005), ACT scores have also reflected a downward trend by Wetzel County Students. In 1997, the average composite test score for Wetzel County was 19.8; the state composite test score was 20.0; and the national composite test score was 21.0. In 2005, the county composite test score was 19.6; the state composite score was 20.4; and the national composite score was 20.9. Nationally, the scores have dropped, statewide, the scores have remained static, and countywide, the scores have dropped. According to the ACT Readiness report, many Wetzel County students taking the ACT are not academically ready for college. This report recommends that counties and schools need to understand what students need to know for college and workplace readiness, establish higher expec- tations for all students, review and evaluate the rigor and alignment of course offerings in English, Math, and science, engage all students in early college and career awareness, and monitor,measure and make necessary interventions to get students where they need to be.

The ACT High School Profile Report for 2006 reflects that Wetzel County had 133 students take the ACT, and that the scores in all areas: English, Math, Reading and Science raised and that the average score in each area except for Reading was a little higher than the state average. The increasing trend in student scores is encouraging, and indicates that expectations for student academic performance should continue to remain high. There is a concern that fewer students are taking the SATs but that may be because of the Promise Scholarship and in-state institutions requiring only the ACT for admission and to qualify for the Promise scholarship.

ACT Explore - Grade 8 Middle School

According to the most recent EXPLORE/PLAN Linkage Report, 12% of last year's 10th graders (countywide) who took the PLAN Test made progress above what was expected as predicted by their 8th Grade EXPLORE Test; 75% of the county 10th graders made progress as expected and 12% were below the expected progress; this type of progress was reflected in all 4 academic areas tested (English, Math, Reading, and Science). A county trend report reflects that in every Content Area tested (English, Math, Reading, and Science)the number of students scoring in the higher score

ranges in- creased from 8th grade to 10th grade. This report also indicates that the greatest academic deficiency experienced by Wetzel County students, both 8th and 10th grade is Reading followed closely by Math. Schools can review EXPLORE reports and use the Reading Standards of Trans- ition to identify gaps in the CSO's for designing instructional plans. ACT suggests that reading selections for 8th grade include non-fiction and technical reading selections and that instruction also focus on high-order thinking skills. Basic grammar should be a focus of 8th grade and teachers are recommended to use the Writing Assessment Rubric for writing assignments. 8th Grade Math should include pre-Algebra and Pre-Geometry concepts. EXPLORE shows there is a slight gap in graphical representations for 8th grade. Math students in 8th grade should be required to demonstrate a depth of understanding of major concepts through reasoning from a concept to reach an inference or a conclusion.

According to the most recent PLAN/ACT linkage report the most startling statistics come from the College Readiness Benchmark Scores. Locally, ur students are below the national average at meeting readiness on both assessments. The national average for the PLAN is 25% meeting readiness benchmark scores while the local average is 22%. The ACT shows an even bigger percentage difference with the national average meeting benchmark is 25% and the local average is 18%. This data indicates a need for identifying what might be missing in our course content between PLAN and ACT testings using ACT'a College Readiness Standards, reviewing the high school graduation requirements to ensure that all students must take at least ACT's core curriculum, verifying all course ocntent is rigorous and teaches the skills and knowledge needed for college and workplace success, and making EOC exams more rigorous.

ACT Plan - Grade 10 High School

Students' educational experiences from 8th grade to 10th grade determine whether they will score in a higher range on the PLAN Test than they did on the EXPLORE Test in 8th grade. PLAN results tell students about their college readiness and can be used to predict student scores on the ACT. Wetzel County's 2004/2005 PLAN Report indicates the average English performance score for our 10th graders was 16.3 compared to a 17.2 nation- wide; the average Mathematics performance score for our 10th graders was 15.4 compared to 17.6 nationwide; Wetzel County's Reading performance average was 15.6 compared to 17.0 nationwide; and our average Science performance score was 17.2 compared to 18.3 nationally. These test reports would indicate that many of our students are not ready for post secondary success. 2006-07 scores indicate the academic achievement of our students for the last three years is improving. When compared to other students across the nation, our 2006-07 English scores are above the national average (Wetzel County scoring an average of 17.2, while the national average is at 16.9). We are behind the national average in mathematics with the national average being 17.4, while Wetzel County's average is 16.4 (a .2 increase over last year). Our reading scores are exactly the same as the national average of 16.9. Our science scores are also the same as the national average at 18.2. Our composite scores are only .2 lower than the national average (Wetzel County - 17.3; National average - 17.5)

AP Testing Report/AP Rate

From 2000-2001, the number of AP Classes offered in Wetzel County High Schools has declined. In 2000-2001, countywide, there were approximately 21 AP Courses being offered. In 2003-04, 17 AP courses were being offered. In 2003, Wetzel County had no 11th grade students take an AP and score a 3 or higher and in 2004, 20% of the 11th graders taking an AP Test scored 3 or higher. In 2003, 50% of the Wetzel Co. 12th grade students taking an AP Test scored 3 or higher and in 2004 only 12.5% of the 12th graders taking an AP Test scored 3 or higher. In 2005, 6% of Wetzel County's graduating seniors successfully completed an AP Class. The percentage of 12th grade AP test takers was 14.3 with 56.3% of those students receiving an APT score of 3 or higher, therefore successfully completing the course.

It is now possible for students who desire to participate in Virtual School AP Courses, and that will expand the curriculum possibilities for our students.

End of Course Testing Report for Career and Technical Education

In 2005/2006, Wetzel County Schools offered 23 vocational/technical classes requiring end-of- course testing. Countywide, 110 individual students were tested (some were tested multiple times because of being in multiple courses requiring End-of-Course Exams) and had a composite average score of 57.57%. On an individual school basis, Hundred High gave a total of 164 tests in the 9 content areas offered and all but one content area met state standards with a composite average score of 78%. Magnolia High gave a total of 429 tests in the 11 content areas offered there, with a composite average score of 66.67%, and 3 of those 11 content areas did not meet state standards. Paden City High offered 2 classes that tested a total of 39 students, who had a composite average score of 48.72%, and both tested content areas met state standards. Valley High offered 16 classes that gave 173 end-of-course tests. Eleven of those 16 offerings did not meet state standards. Students had a composite average score of 35.84%. End-of-Course Test reports are broken down so that instructors will know what CSO's were tested, and what percent of their students were correct with their answers, and this should enable instructors to adjust their curriculums and teaching so that students will become more familiar with CSO's that were reflected as weak on these EOC Exams. Countywide, in 05/06, Wetzel County offered nine vocational programs, which would qualify eligible students as "Completers" and 35 county students were completers. Wetzel County High Schools are able to only offer a minimum number of vocational/technical courses. It would seem that schools can review vocational/technical curriculum in order to allow opportunities for more students to be completers.

In March, 2006, Wetzel County became a member of the Mid-Ohio Valley Technical Institute, formerly PRT Technical Center, and this will provide an opportunity for many of our students to participate in vocational classes that require EOC Testing; therefore, it will be more important than ever for students to be prepared to take these test with the use of reviews, formative assessments, and other test-taking education.

Informal Reading Assessment

The Informal Reading Assessment has been utilized in grades K-3 in three out of the four elementary schools in Wetzel County. The fourth elementary school is a Reading First School and they utilized the DIBELS assessment for their informal inventory. Folders were purchased for each student to provide cumulative information on student progress. Teachers utilized this information during the school year to drive instruction. The folders follow the students to the next grade level.

Informal Math Assessment

The Informal Math Assessment has been utilized in in all elementary schools in Wetzel County. Folders were purchased for each student to provide cumulative information on student progress. Teachers utilized this information during the school year to drive instruction. The folders follow the student to the next grade level.

Formative and Benchmark Assessments

In 2004/2005, Wetzel County Schools used WESTEST information to Map CSO's and then used the maps to create benchmark calendars. In 05/06, teachers will create formative and benchmark assessments to determine teaching and learning strengths and weaknesses and then to adjust their curriculum as needed. Two-hour delays and early dismissal days have been built into the school calendar to give teachers time to look at their data and to apply it to their

classroom instruction. Re-teaching, remediation and acceleration are all being utilized.

During the 2006/07 school year, a representative group of members of a larger committee gathered to reach consensus on assessment issues met to determine next steps. It was determined that during the 2007/08 school year, we will choose a formative assessment that will be used countywide. We will also be reviewing and revising mapping and benchmarking guides based upon newly adopted CSO's. This committee will continue to help the County Leadership Team guide decision making in the area of assessment.

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

Schools have forms for new enrollees, and if the completed form indicates that a language other than English is spoken as the main language in the home or that the student was born in a country other than the United States, that information is immediately sent to the Title III Director, who arranges a meeting with the ESL Teacher and the parent(s) of the student. These students are administered the Woodcock Munoz Language Survey to determine his/her level of English language proficiency. If the student scores a Level 5 (fully proficient in English), the student's academic progress is monitored for a school year. If the student scores below Level 5 (Limited English Proficient), parents are notified in writing of the student's eligibility to participate in ESL Services; of their right to refuse ESL Services; and they are invited to attend a planning session to determine their child's education plan.

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

Countywide, Wetzel County has eight LEP Students (three of these students entered after the 2nd month report). The two students who have WESTELL scores from 2005/06 are both are at Level 5 Comprehension and Level 4 Composite. The third student is a third grader from the Ukraine, who just entered the US last summer; her Woodcock Munoz Broad English Ability Level was 1 on June 3, 2005, and her score on June 2, 2006 was 3. Our LEP students are doing quite well academically and socially.

All students taking WESTELL in grades 3-12 scored at a proficiency level of 3, 4, or 5. Our only student taking the Kindergarten Inventory scored at a proficiency level of 2 with the exception of Listening, where he scored a proficiency level of 3.

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

All LEP students participated in the statewide assessment program this year.

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

The 2006-07 WESTEST Scores indicate six LEP students in grades eligible to take WESTEST scored at mastery or above in all areas. Two students scored partial mastery on one subtest and obtained mastery or above in all other areas.

PRIORITIES

1. Attention and instructional revision must be given to our special education students.

2. Declining percentages of students at the proficiency level or above for Reading/Language Arts and for certain Mathematics skills must be addressed.

3. Steps must be taken to better prepare students for success on various assessments: Writing Assessment, SAT, ACT, ACT Explore, ACT Plan, AP, NAEP, and NCLB/WV Achieves. An increased development of critical thinking skills and problem-solving skills among our students is essential

4. Efforts to integrate 21st Century Skills into each student's curriculum must be immediate and consistent.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

All elementary and middle schools are well above the required 90% attendance rate. The 2005 and 2006 county rates are 98.4%. The economically disadvantaged student's attendance has remained fairly consistent with only a slight increase amking th e2006 reate 98.1% The special education rate also slighth increased to 98%. Daily attendance rates are a strength in Wetzel County.

Discipline Referral Report

Both out-of-school and in-school suspensions decreased from the 2003-04 school to the 2004-05 school year. There were 893 days of out-of-school and 397 of in-school suspensions in 2003-04. There were 649 of out-of-school and 257 of in-school suspensions in 2004-05. During the 2005-06 school year out-of-school suspensions decreased even more to 605 days, but there were 605 days for in-school suspensions indicating an increase. During the 2004-05 school year there were 183 physical fights/battery towards other students, 51 tobacco violations, 2 alcohol violations, 3 illegal/illegal use of a legal drug violations and 1 knife/knife-like violation. During the 2005-06 school year there were 194 physical fights/battery toward other students, 44 tobacco violations, 2 alcohol violations, 4 illegal/illegal use of a legal drug violations, 2 knife/knife-like violations. Over the two year span, there was a slight increase in the number of fights, a decrease in the number of tobacco violations and illegal drugs/illegal use of legal drugs, decrease in the number of knife/knife-like violations and alcohol remained the same. 32 students particpated in the the Alternative to Suspension for Tobacco Violations program during the 2005-06 school year with 28 of them indicating they quite using tobacco products at school. During the 2006-07 school year there was an increase to 690 days of out-of-school suspensions and a decrease to 409 days of in-school suspensions. There was a significant decrease in the number of physical fights/battery (141) toward other students and at total of 50 AOTD violations, equaling the same number in 2005-06. There were 13 students expelled in 2006-07 for illegal use/possession of controlled substance (6); bomb threat (3); knives (2); repeated violations (1). (There has been a dramatic increase in the number of truant students (defined as students have 10 or more unexcused absences) of 78 students in 2004-05 to 203 students in 2005-06. The increase is believed to be due to scheduling legal conferences earlier than is required in order to correct attendance problems sooner. During the 2006-07 school year the number of truant students was 208, staying fairly consistant with 2005-06.

Dropout Rates/Graduation Rates (by subgroup if available)

County graduation rates are at their highest since 2002 in Wetzel County. The 2006 school year graduation rate is 89.8% The male graduation rate is slightly higher than it is for females. While both special education and economically disadvanged are the lowest (78.6% and 76.3%), both subgroups decreased from 2005. The graduation rate for the county for 2007 is 91.6.

College Enrollment Rate

Wetzel County has a 56% college enrollment rate (2003). Hundred and Valley High Schools have an enrollment rate of

44%, while Magnolia High School has a college enrollment rate of 56%. Paden City High School leads the county with the rate of 68%.

College Developmental Course Rate

Wetzel County has a 29% developmental course rate. Hundred High School has the highest rate at 55% and Valley High School has the lowest rate at 14%. Magnolia and Paden City High Schools fall in the middle with 33% and 25% respectively.

PRIDE Survey

Wetzel County Schools will no longer use PRIDE, but WVEIS data and YRBS.

Results of Nationally Recognized Physical Fitness Test

There was a decrease in the percentage of students in Wetzel County who qualified in the President's Physical Fitness Test in 1998-99 as compared to 1997-98. 44% qualified in 1997-98 and 41% in 1998-99. This is just 1% better than the state average. In addition, the 2001 Youth Risk Behavior Survey states that 34.6% students watch three or more hours of TV on an average school day.

Youth Risk Behavior Survey

The 1999 YRBS indicated that in the past thirty days 42.2% smoked cigarettes, 48.6% drank alcohol and 29.9% used marijuana. 54% indicated that they had ever engaged in sexual intercourse. Both females and males viewed themselves as being more overweight than was accurate. 42% females and 27.2% males saw themselves as overweight. The actual percentage of overweight students was 8.3% females and 15.8% males. The 2003 YRBS indicates that there has been a decrease in the percentage of students who smoked cigarettes in the past thirty days (28.5%). It also shows a decrease in the percnetage of students who drank alcohol in the past thirty days (44.4%) and a decrease in the use of marijuana in the past thirty days (23.1%). The 2003 YRBS states that students who engaged in these activies before the age of 13 smoked cigarettes 27.7%, drank alcohol 27.4% and tried marijuana 12.3%.

CIMP Self Assessment

The Continuous Improvement Focused Monitoring System (CIMP)was completed and submitted to the WVDE Office of Special Programs, Extended and Early Learning by the CIMP Committee in December 2006.

In completing the self-assessment document, the Steering Committee determined if the district met the target for each performance indicator. Each indicator was rated as Compliant, Needs Improvement, Noncompliant, or Not Applicable. Of the 46 indicators, 6 were no long required. Of the 37 remaining indicators, the following results were found: Compliant - 20, Needs Improvement - 5, Noncompliant - 9, and Not Applicable - 3. For each indicator rated as Needs Improvement or Noncompliant, an Improvement Plan was developed. Therefore, a total of 14 Improvement Plans were developed. Indicators which required Improvement Plans included the following: 1.2 - Professional special education personnel employed or contracted by the district shall meet the West Virginia standard for highly qualified. 1.4 - Required data: Names and percentage of special education teachers and the schools exceeding total caseload limits and per period caseload limits. 1.5 - 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. 1.6a - IEPs are written to include all required components. 1.6b - Each public agency must provide special education and related services to a student with an exceptionality in accordance with an individualized education program. 3.14 - Written notice must be given to the parents of an exceptional student or the adult student within a reasonable time before the public agency proposes to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education to the student or refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education. 4.18 - The EC shall make eligibility determinations that result in the percentage of students with exceptionalities (3-21) served in special education being comparable to state data. 4.21 - Drop out rates for students with disabilities comparable to those for all students. 4.22 - The suspension rate for students with disabilities is comparable to the suspension rate for students without disabilities within the district. 4.30 - Students with disabilities make continuous progress within the state's system for educational accountability (meeting AYP). 5.41 - When considering transition services, students with disabilities age 16 and older must be invited to attend the IEP meeting. 5.42 - When considering transition services for a student wih 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. 5.43 - Students with disabilities will be prepared for and transitioned to appropriate post-secondary outcomes of their choice. 5.44 - The percentage of graduates with disabilities enrolled in college, enrolled in other post-secondary education or fully employed within one year of graduation will be comparable to the percentage of non-disabled graduates in post-secondary activities.

Special Education Data Profiles

Concerns reflected by the West Virginia Special Education Data Report for the 2006-2007 school year include the following:

(1) The percent of students with disabilities for Wetzel County is 23.11% and the state average is 17.44%. Wetzel County exceeds the state average by 5.67%.

Wetzel County exceeds the state average in the following categorical areas: Autism (.10), Behavior Disorders (.75), Mental Impairments (.76), Specific Learning Disabilities (2.33), and Speech/Language Impairments (2.61).

(2) Of the 263 students with disabilities tested on the WESTEST (Reading/Language Arts), 101 students or 38.40% were proficient.

(3) Of the 263 students with disabilities tested on the WESTEST (Math), 100 students or 38.02 % were proficient.

(4) In the area of WESTEST Reading, the following proficiency percentages were reported:

Grade 3 - 51.02%   Grade 4 - 57.14%   Grade 5 - 46.67%   Grade 6 - 29.27%   Grade 7 - Cell size less than 10
Grade 8 - Cell size less than 8

Grade 10 - 31.91%

(5) In the area of WESTEST Math, the following proficiency percentages were reported:

Grade 3 - 48.98%   Grade 4 - 48.57%   Grade 5 - 63.33%   Grade 6 - 36.59%   Grade 7 - Cell size less than 10

Grade 8 - Cell size less than 10   Grade 10 - 25.53%

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

Wetzel County has only 8 LEP Students Countywide.

LEP - What are the major language groups?

Two of the LEP Students came from Russia and one from the Philippines. (Languages are Russian and Tagalog). Two others come from Moracco and three from Mexico. Their native languages are French and Spanish.

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

The eight identified LEP students are immigrant, but that information is not available countywide.

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

Wetzel County has no record of migrant students in the system.

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

One secondary school is serving a female LEP Student who just finished the 11th Grade and a male LEP student who just completed 9th grade another male student who just completed 11th grade and a female student who just completed 8th grade; one middle school is serving a male LEP Student, who just completed the 7th grade; one elementary/middle school is serving a female LEP Student, who just completed the 4rd grade, a female who just completed 7th grade and a male student who just completed kindergarten.

PRIORITIES

1. The "College Developmental Course Rate" must be addressed. Stressing critical-thinking skills and problem-solving skills within our curriculum should be helpful.

2. An increased use of alcohol by student-age members of the County's population must be addressed within the science and health curriculi.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

The Office of Education Performance Audits issued the following statement on September 5, 2006 concerning the accreditation status of schools in Wetzel County: This letter is to notify you that New Martinsville School was issued the accreditation status listed in the chart below at the West Virginia Board of Education's September 13, 2006 meeting. The following chart indicates the area(s) of deficiency: DOE SCHOOL RATING ANNUAL PERFORMANCE CODE MEASURES 202 New Martinsville School CA APM 5.1.1 (SE). Policy 2320 requires that "Whenever a school is issued Conditional Accreditation status has been previously issued a Date Certain and must be meeting the objectives and time lines specified in the revised Unified Improvemnt Plan/Five-Year Strategic Plan The revised plan is the Office of Education Performance Audits' (OEPA) check list portion of the Five-Year Strategic Plan. The part is due by October 16, 2006. It is not necessary to submit a paper copy of the plan.

Monitoring Reports (Special Education and NCLB)

NO CHILD LEFT BEHIND MONITORING REPORTS Seven of eight Wetzel County Schools met Adequate Yearly Progress (AYP) under federal No Child Left Behind (NCLB) legislation for test scores from the 2006-2007 school year. That is an improvement from the 2005-2006 school year when five schools met AYP. County Superintendent, Mr. William Jones, stated that "We are proud of the efforts exhibited by our students, teachers, and administrators to make this improvement possible. All worked very hard last school year and deserve to be celebrated." West Virginia Achieves, the state's NCLB accountability plan, focuses on closing the achievement gap between various student subgroups. All West Virginia students are required to take the West Virginia Educational Standards Test (WESTEST), an assessment that measures student achievement of the West Virgina Content Standards and Objectives (CSOs). AYP is determined by the WESTEST scores and either student attendance or student graduation rate. One school did not make AYP in 2007 because of low WESTEST scores by only one student subgroup (students with disabilities) in the areas of mathematics and reading/language arts. Even at this school, other student subgroups made improvements in several areas from two years ago. New Martinsville School is not a Title I school. Wetzel County will use the recently released data to analyze students' academic strengths and weaknesses and in turn, develop specific improvement initiatives. Administrators and teachers at all schools will soon be reviewing data as it relates to specific schools, grade levels, and individual classrooms to determine where and how improvement can be made for the upcoming school year. In addition, the County is developing its Five-Year Strategic Plan as part of the West Virginia Framework for High Performing School Systems. The Framework is an initiative developed by the West Virginia Department of Education and supported by the Board of Education to achieve the state's goal of bringing all public schools' students to mastery and beyond by 2014. The Wetzel County School Improvement Leadership Team is focusing on elements that impact student achievement: curriculum; instruction; school effectiveness; and student/parent support. The following statement was issued by the West Virginia Department of Education (Mr. Keith Butcher) on October 4, 2005: The federal No Child Left Behind Act of 2001 has mandated extensive educational requirements as part of the accountability system for districts that receive Title I Part A. The West Virginia Department of Education is required to follow the NCLB statute from §1116(c)(3) which states, "A State shall identify for improvement any local educational agency that, for two (2) consecutive years failed to make adequate yearly progress as defined by the State's plan under section 1111(b)(2). According to an approved amendment to West Virginia's Accountability Plan, "AYP" will be determined annually for districts. A district will be identified for improvement status only if all grade spans, elementary, middle, and high school fail to make AYP for the current year in one or more of the student groups. However, if at least one of the grade spans makes AYP, the district will not be identified for improvement. AYP for each grade span will be calculated to the established annual measurable objective for that grade span. Confidence interval, minimum N size, Safe Harbor, and uniform averaging provisions will also apply to this calculation. West Virginia is required to follow the NCLB regulations and identify districts in need of improvement. The review of the AYP calculations indicates that Wetzel County is not designated as a district in need of improvement for the 2005-2006 school year. The WVDE Office of Special Education has developed the Continuous Improvement Monitoring Process(CIMP)Self-Assessment to evaluate local education agencies compliance with the requirements of IDEA 2004. The CIMP Self-Assessment Steering Committee has the responsibility to review data collected on each of the five cluster areas (General Supervision, Early Childhood

Transition, Parent Involvement, Free Appropriate Public Education in the Least Restrictive Environment, and Secondary Transition),and determine if the district met the target for each performance indicator. If the district is found to be compliant, the rating is C. If the district is found to be noncompliant, the rating is NC and an improvement plan must be developed. The Steering Committee may also determine that the district is compliant, but needs to improve. This results in a rating of NI. An mprovement plan must be developed for any indicator rated Need Improvement or Noncompliant. If an item is marked Not Applicable, an explanation must be provided. Wetzel County submitted the CIMP Self-Assessment report to the WVDE Office of Special Education in January 2006. The results are as follows: Out of a total of 45 indicators, 29 were rated as Compliant, 9 were rated as Need Improvement, 5 were rated as Noncompliant, 2 were rated as Not Applicable, and 0 were Not Answered. Improvement plans were developed for each of the Need Improvement and Noncompliant indicators. The Need Improvement indicators include the following: (1) Professional special education personnel employed or contracted by the district shall meet the West Virginia standard for highly qualified. (2) The district maintains required caseload limits. (3) Each public agency must provide special education and related services to a student with an exceptionality in accordance with an individualized education program. (4) The district shall establish a child identification system that includes referrals from developmental screening. (5) Parents are actively involved in the development of IEPs for their children. (6) Drop out rates for students with disabilities are comparable to those for all students. (7) Special education teachers consult with school administration and/or other school personnel in the determination of IEP services for students removed for more than 10 days. (8) Students with disabilities make continuous progress within the state's system for educational accountability (meeting AYP). (9) The percentage of graduates with disabilities enrolled in college, enrolled in other post-secondary education or fully employed within one year of graduation will be comparable to the percentage of non-disabled graduates in post-secondary. The Noncompliant indicators are as follows: (1) Written notice must be given to the parents of an exceptional student or the adult student within a reasonable time before the public agency proposes to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education to the student or refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free appropriate public education. (2) The percentage of students with disabilities suspended or removed is proportionate to the percentage of students with disabilities enrolled in the district. (3) A functional behavior assessment (FBA) must be conducted whenever removals accumulate to more than 10 school days in a school year for the first time. (4) An appropriate behavior intervention plan (BIP) is in place for all students with disabilities whenever removals accumulate to more than 10 school days in a school year. (5) When considering transition services for students 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. The indicators marked Not Applicable include: (1) Students with exceptionalities disaggregated by race/ethnicity are appropriately identified. (2) Students with disabilities by race/ethnicity are removed for a comparable length of time as students without disabilities. Improvement plans have been developed for each area of Need Improvement and Noncompliance. A final progress report will be submitted to the Office of Special Education Achievement in October 2006.

Walkthrough Summmaries

WETZEL COUNTY SCHOOLS THREE YEAR PLAN FOR IMPLEMENTING INSTRUCTIONAL SKILLS/STRATEGIES AS PRESENTED BY "APL" ASSOCIATES This plan is effective for the three schools of 2004-2005, 2005-2006, and 2006-2007. Realizing the tremendous potential for a positive impact upon the instruction received by students in Wetzel County through the implementation of these teaching skills/strategies, the administrative staff will ascertain that the identified strategies are being implemented and utilized correctly through use of the "Walk Through" process. During the 2004-2005 school year, three skills/strategies shall be implemented and used correctly by all teachers in Wetzel County: (1) Begining of Class (Teacher's Agenda and Objectives presented to students); (2) Closure; and (3) Teaching Behaviors. For the 2005-2006 school year, all Wetzel County teachers shall maintain and use of the three identified instructional skills/strategies from the previous school year and add the following three skills/strategies: (1) Checking for Understanding; (2) "On the Clock" and (3) "Active Participation." During the final school year of this plan (2006-2007), all Wetzel County teachers shall maintain the six identified instructional skills/strategies from the previous school year and add these three skills/strategies: (1) "Anticipatory Set:' (2) "Bell-Ringers"; and (3) "Homework." Principals shall train teachers at the beginning of each school year on the meaning of and correct use of each of the identified instructional strategies that will be monitored for durng that school year's "Walk-Throughs." At a minimum, Principals shall utilize information and materials provided by "APL" Associates for training of the teachers in their building on these instructional skills/strategies.

Principals will meet at the beginning of the 2007-08 school year to determine which APL strategies to implement and observe during walkthroughs.

High Schools that Work Assessment Report

Valley High School is the only county member of HSTW, which is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic/career/technical studies. Last HSTW Assessment Report reflects. Valley had an average of 272, not meeting or exceeding the SREB goal . The SREB goal for Mathematics was 295. Valley had 303-exceeding the SREB Goal. The SREB Goal for Science was 292. Valley had 288, not meeting the SREB goal.   The HSTW assessment is only administered every other year, so there is no new data for the 2006/07 school year.

Making Middle Grades Matter Report

No Schools involved w/program.

High Schools that Work Annual Report

The HSTW Annual Report reflects that Hundred High teachers have an average of 23 years of teaching experience and that 72% of them hold at least a Master's Degree. Magnolia's staff has approximately an average of 22 years experience, and at least 69% of them hold a master's degree. Paden City High's teachers have about 21 years average experience and 61% of them hold at least a master's degree, and Valley's teachers have an average of approximately 20 years teaching experience and 52% of them hold a master's degree. HSTW sees Wetzel County as taking steps to raise expectations and to provide extra help, and at the time of this report, the SAT9 test showed that Wetzel County students achievement exceeded state averages in grades 9, 10, and 11. Wetzel County provides access to CT courses through alternative routes even though offerings are limited. Wetzel County has a guidance/advisement system that includes an adviser/advisee component. HSTW has suggested that Wetzel County work to improve transition from middle grades to high school. In a student survey, 25% of the students at HHS indicated they can get extra help with academics without difficulty; 38% of the students at MHS indicate they can get extra help without difficulty; 25% of the PCHS Students; and 29% of VHS students. Some recommendations from HSTW for increasing achievement were to: create more challenging student assignments; constant checking for student understanding of concepts being taught; include at least one in-depth essay question on each test and exam; require students to revise essay or other written work several times to improve quality; require short writing assignments in all classes at least once per week; and develop course syllabi based on CSO's. It was also suggested that all high schools implement a schoolwide focus on literacy/reading and writing across the curriculum. All teachers in middle and high schools should be engaged in

helping to increase students' reading skills. HSTW also recommended that Wetzel County increase access for students to challenging Career/ Technical studies. And it was suggested that Wetzel County teachers continuously strive to improve the quality of student-centered instruction and that the rigor of the senior year be increased. HSTW also suggested that the Adviser/advisee program countywide be improved.

Three of the four county high schools have dropped put of the HSTW initiative. Valley High School is the only high school that remained.

Highly Qualified Personnel Report

The 2006-2007 highly qualified teacher report identified eight teachers as not meeting the highly qualified standard due to teaching classes on a permit or out-of-field authorization. There were also four teaching vacancy being filed by asubstitutes that were not highly qualified. All principals identified the teachers in their buildings that required the HOUSSE option and completed the evaluation during the 2006-07 school year. Documentation of those evaluations will be kept on file in the school and the county personnel office. Teachers are provided information on highly qualified criteria. Professional development offered by WVDE is forwarded to all schools as it is received. Forms are given to all teachers who do not meet highly qualified criteria so they can apply for tuition reimbursement through WVDE, Title I or Tile II. Currently the four regularly employed teachers that were identified in the report as not meeting highly qualified standards are taking courses at an accredited institution to meet the standards for highly qualified.

All job posting will state that applicants are required to meet the highly qualified standards to be considered for a teaching position in Wetzel County.   If there are not any highly qualified applicants for a position then the successful applicant must sign a contract stating they will take the necessary course work to become highly qualified.

Framework Assessment of High Yield Practices

A review of the implementation of various high yield strategies related to the four pillars of the "Framework for High Performing School Systems" reveals that the Wetzel County School System is well on its way in managing curriculum, enhancing instruction, improving overall school effectiveness, and in supporting its students and parents. Continued nurturing and growth in development of certain practices/strategies must be on-going if the system is to be successful in closing the achievement gap and increasing the number of students who are at the proficiency level and beyond in their learning. Strategies needing to be implemented and/or strengthened over the next few years will be in the following areas: literacy, standards-based mathematics, technology supports, strategically aligned and pertinent professional development, differentiated instruction, formative assessments, meeting specific needs of the special education and Low SES student subgroups, and more effective student transitioning Pre-K to post-secondary education. Such improvements will enhance the overall level of student performance.

Digital Divide Report (Technology)

The Digital Divide survey indicates a great need to upgrade the computer operating system software, probably with a concurrent hardware upgrade as well, to Windows XP or higher. In Wetzel County, the percentage of Windows XP computers is 60.7% and Wetzel County will continue to purchase XP machines to replace the existing older computer operating systems. In order to provide web resources and gain maximum use of our existing programs, we will strive to replace all Windows 95 (only 15 countywide still exist), and Windows 98 computers as possible with the funding available.We have eliminated all 3.1

Technology CSO's

Because Wetzel County believes that a 21st century curriculum that incorporates skills and technology tools is an extremely important element for developing learners prepared for success in the 21st century, we will incorporate WVDE Policy 2520.14, *21st Century Learning Skills and Technology Tools Content Standards and Objectives for WV Schools,* to guide our instructional planning, including appropriate assessments, and instructional strategies and resources.

PRIORITIES

1.

The development and nurturing of Wetzel County's students as - those equipped with the skills essential for success in the future - must be our goal as an educational system. The importance of this demand is reinforced by our Mission Statement - "Educating Individuals for Success."

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Goal #1: All students,will master or exceed grade level on 21st Century educational standards.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	80% of the 10th grade students will achieve mastery or above mastery in mathematics on the WESTEST by 2010.	80% Mastery-10th Graders-Math	0.67	0.80
1.2	90% of 10th grade students will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.	90% Mastery-10th Graders-R/LA	0.77	0.90
1.3	85% of middle school students (Grades 5-8) scoring at the mastery or above mastery in mathematics on the WESTEST by 2010.	85% Mastery-Middle School-Math	0.73	0.85
1.4	90% of middle schools students (Grades 5-8) will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.	90% Mastery-Middle School-R/LA	0.83	0.90
1.5	92% of primary students (Grades 3-4) will achieve mastery or above mastery in Mathematics on the WESTEST by 2010.	92% Mastery-Primary-Math	0.87	0.92
1.6	93% of primary students (Grades 3-4) will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.	93% Mastery- Primary - R/LA	0.90	0.93
1.7	90% of all identified LEP Students, who have been in the Wetzel County School System for at least five years will be at Level 4 (Intermediate) or Level 5 (Fluent) as tested by WESTELL by 2010.	LEP Student Progress	0.67	0.90

Goal 2: Goal #2: All students in the disability subgroup will demonstrate increased achievement as evidenced on the WESTEST.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	44% of the 10th grade students in the disability subgroup will achieve mastery or above mastery in mathematics on the WESTEST by 2010.	44%-10th Graders-SE-Math	0.24	0.44
2.2	50% of the 10th grade students in the disability subgroup will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.	50%-10th Graders-SE-R/LA	0.35	0.50
2.3	50% of the middle school students in the disability subgroup will achieve mastery or above mastery in mathematics on the WESTEST by 2010.	50%-Middle School-SE-Math	0.31	0.50
2.4	58% of the middle school students in the disability subgroup will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.	58%-Middle School-SE-R/LA	0.42	0.58
2.5	67% of the primary students (grades 3-4) in the disability subgroup will achieve mastery or above mastery in mathematics on the WESTEST by 2010.	67%-Primary-SE-Math	0.57	0.67
2.6	59% of the primary students (grades 3-4)in the disability subgroup will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.	59%-Primary-SE-R/LA	0.43	0.59

Goal 3: All students will be educated in a safe and drug-free learning environment that supports academic achievement (Title IV).

	Objective	Objective Short Name	Baseline	5-year Target
3.1	To increase the identification and involvement of students and parents with the Student Assistance Team by 15.	Student Assistance Team	0.00	236.00
3.2	To reduce the number of ATOD violations by 4.	ATOD Violations	0.00	40.00
3.3	To reduce the number of physical fights/battery towards another student by 10.	Violence Violations	0.00	184.00
3.4	Each school will increase security		0.00	9.00

measures annually such as access, staff
identification, visitor identification etc.   Security Equipment

Goal 4: To improve student achievement, enhance student learning, and improve 21st
century skills through integration of technology.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	To improve the technology infrastructure, equipment, and software.	Technology-improve infrastructure&softwa	0.23	100.00

Goal 1: Goal #1: All students,will master or exceed grade level on 21st Century educational standards.

Objective 1.1 80% of the 10th grade students will achieve mastery or above mastery in mathematics on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.67
Targets		**Actual**	
2005-2006	0.69	**2005-2006**	0.00
2006-2007	0.71	**2006-2007**	69.40
2007-2008	0.74	**2007-2008**	N/A
2008-2009	0.76	**2008-2009**	N/A
2009-2010	0.80	**2009-2010**	N/A

Objective 1.2 90% of 10th grade students will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.77
Targets		**Actual**	
2005-2006	0.79	**2005-2006**	0.00
2006-2007	0.81	**2006-2007**	77.30
2007-2008	0.84	**2007-2008**	N/A
2008-2009	0.86	**2008-2009**	N/A
2009-2010	0.90	**2009-2010**	N/A

Objective 1.3 85% of middle school students (Grades 5-8) scoring at the mastery or above mastery in mathematics on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.73
Targets		**Actual**	
2005-2006	0.75	**2005-2006**	0.00
2006-2007	0.77	**2006-2007**	79.20
2007-2008	0.80	**2007-2008**	N/A
2008-2009	0.82	**2008-2009**	N/A
2009-2010	0.85	**2009-2010**	N/A

Objective 1.4 90% of middle schools students (Grades 5-8) will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.83
Targets		**Actual**	
2005-2006	0.84	**2005-2006**	0.00
2006-2007	0.85	**2006-2007**	82.00
2007-2008	0.86	**2007-2008**	N/A
2008-2009	0.88	**2008-2009**	N/A
2009-2010	0.90	**2009-2010**	N/A

Objective 1.5 92% of primary students (Grades 3-4) will achieve mastery or above mastery in Mathematics on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.87
Targets		**Actual**	
2005-2006	0.88	**2005-2006**	0.00
2006-2007	0.89	**2006-2007**	95.10
2007-2008	0.90	**2007-2008**	N/A
2008-2009	0.91	**2008-2009**	N/A
2009-2010	0.92	**2009-2010**	N/A

Objective 1.6 93% of primary students (Grades 3-4) will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.90
Targets		**Actual**	
2005-2006	0.91	**2005-2006**	0.00
2006-2007	0.91	**2006-2007**	91.20
2007-2008	0.92	**2007-2008**	N/A
2008-2009	0.92	**2008-2009**	N/A
2009-2010	0.93	**2009-2010**	N/A

Objective 1.7 90% of all identified LEP Students, who have been in the Wetzel County School System for at least five years will be at Level 4 (Intermediate) or

Level 5 (Fluent) as tested by WESTELL by 2010.

As measured by:
WESTELL

Baseline Data   0.67

Targets		Actual	
2005-2006	0.67	**2005-2006**	0.00
2006-2007	0.73	**2006-2007**	0.00
2007-2008	0.80	**2007-2008**	N/A
2008-2009	0.85	**2008-2009**	N/A
2009-2010	0.90	**2009-2010**	N/A

Goal 2: Goal #2: All students in the disability subgroup will demonstrate increased achievement as evidenced on the WESTEST.

Objective 2.1 44% of the 10th grade students in the disability subgroup will achieve mastery or above mastery in mathematics on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.24
Targets		**Actual**	
2005-2006	0.28	**2005-2006**	0.00
2006-2007	0.32	**2006-2007**	35.50
2007-2008	0.36	**2007-2008**	N/A
2008-2009	0.40	**2008-2009**	N/A
2009-2010	0.44	**2009-2010**	N/A

Objective 2.2 50% of the 10th grade students in the disability subgroup will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.35
Targets		**Actual**	
2005-2006	0.38	**2005-2006**	0.00
2006-2007	0.41	**2006-2007**	36.80
2007-2008	0.44	**2007-2008**	N/A
2008-2009	0.47	**2008-2009**	N/A
2009-2010	0.50	**2009-2010**	N/A

Objective 2.3 50% of the middle school students in the disability subgroup will achieve mastery or above mastery in mathematics on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.31
Targets		**Actual**	
2005-2006	0.35	**2005-2006**	0.00
2006-2007	0.39	**2006-2007**	41.20
2007-2008	0.43	**2007-2008**	N/A
2008-2009	0.47	**2008-2009**	N/A
2009-2010	0.50	**2009-2010**	N/A

Objective 2.4 58% of the middle school students in the disability subgroup will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.42
Targets		**Actual**	
2005-2006	0.45	**2005-2006**	0.00
2006-2007	0.48	**2006-2007**	36.80
2007-2008	0.51	**2007-2008**	N/A
2008-2009	0.54	**2008-2009**	N/A
2009-2010	0.58	**2009-2010**	N/A

Objective 2.5 67% of the primary students (grades 3-4) in the disability subgroup will achieve mastery or above mastery in mathematics on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.57
Targets		**Actual**	
2005-2006	0.59	**2005-2006**	0.00
2006-2007	0.61	**2006-2007**	0.00
2007-2008	0.63	**2007-2008**	N/A
2008-2009	0.65	**2008-2009**	N/A
2009-2010	0.67	**2009-2010**	N/A

Objective 2.6 59% of the primary students (grades 3-4)in the disability subgroup will achieve mastery or above mastery in Reading/Language Arts on the WESTEST by 2010.

As measured by:
WESTEST

Baseline Data			0.43
Targets		**Actual**	
2005-2006	0.47	**2005-2006**	0.00
2006-2007	0.50	**2006-2007**	0.00
2007-2008	0.53	**2007-2008**	N/A

2008-2009	0.56	**2008-2009**	N/A
2009-2010	0.59	**2009-2010**	N/A

Goal 3: All students will be educated in a safe and drug-free learning environment that supports academic achievement (Title IV).

Objective 3.1 To increase the identification and involvement of students and parents with the Student Assistance Team by 15.

As measured by:
Student Assistance Team Logs

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	221.00
2006-2007	0.02	**2006-2007**	206.00
2007-2008	226.00	**2007-2008**	N/A
2008-2009	231.00	**2008-2009**	N/A
2009-2010	236.00	**2009-2010**	N/A

Objective 3.2 To reduce the number of ATOD violations by 4.

As measured by:
WVEIS, YRBS

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	44.00
2006-2007	0.02	**2006-2007**	50.00
2007-2008	42.00	**2007-2008**	N/A
2008-2009	41.00	**2008-2009**	N/A
2009-2010	40.00	**2009-2010**	N/A

Objective 3.3 To reduce the number of physical fights/battery towards another student by 10.

As measured by:
WVEIS

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	194.00
2006-2007	0.02	**2006-2007**	141.00
2007-2008	190.00	**2007-2008**	N/A
2008-2009	186.00	**2008-2009**	N/A
2009-2010	184.00	**2009-2010**	N/A

Objective 3.4 Each school will increase security measures annually such as access, staff identification, visitor identification etc.

As measured by:
Access Control Audit

Baseline Data   0.00

Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	9.00
2007-2008	9.00	**2007-2008**	N/A
2008-2009	9.00	**2008-2009**	N/A
2009-2010	9.00	**2009-2010**	N/A

Goal 4: To improve student achievement, enhance student learning, and improve 21st century skills through integration of technology.

Objective 4.1 To improve the technology infrastructure, equipment, and software.

As measured by:
Currently, in our county schools, about 60% of the computers are Windows XP. Over the next four years most non-XP computers will be phased out and the percentage of Windows XP (or its successor, Vista), presumably should increase as evidenced by the Digital Divide Survey.

Baseline Data   0.23

Targets		Actual	
2005-2006	0.33	**2005-2006**	0.47
2006-2007	0.50	**2006-2007**	60.00
2007-2008	70.00	**2007-2008**	N/A
2008-2009	80.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Prioritization and Mapping	Title I, II and Title III compliance"" /><:namespace prefix = o /> If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Fouberg, <u>Summative versus Formative Assessment</u>, *Teaching and Learning Technologies, TIP)* Echevarria, Jana and Goldenberg, Claude, "Teaching Secondary Language Minority Students", California State University, Long Beach, California, October 1999 from Center for Research on Education, Diversity and Excellence. (Title III)
Adjustment of Instructional Time	Title I and Title III compliance <:namespace prefix = o /><:namespace prefix = o /><:namespace prefix = o /><:namespace prefix = o /> For the past 150 years, American public schools have held time constant and let learning vary. The key to liberating learning lies in unlocking time. Adjustment of instructional time by grade, class, school and system to meet the needs of varied learners has been identified as a high yield strategy. There is no magic number of days or hours which guarantees that all students will learn. Given an average academic day of 5.5 hours and a 180 day school year, many students will need more time and some will need less. In addition, many students today are growing up without family support for their education when they return home. Therefore, schools must offer additional instruction beyond the academic school day to augment their learning. Time may be added before school, after school, within the school day in addition to regular instruction and/or during the summer break to remediate and accelerate regular instruction. Research shows that to be academically effective, extended time must last minimally either one hour, four days a week during the school year, or for four to six weeks during the summer. <u>Prisoners of Time: Report of the National Education Commission on Time and Learning,</u> April 1994. Cooper, Harris. "Is the School Calendar Outdated?" Paper presented at the conference, "Summer Learning and the Achievement Gap: First National Conference," <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" /><:namespace prefix = st1 /><:namespace prefix = st1 /><:namespace prefix = st1 /><:namespace prefix = st1 /><:namespace prefix = st1 />John Hopkins University Center for Social Organization of Schools, Baltimore MD (July 18, 2000.)

	Hail, 2006 and Vaughn, 2000. Best Practices in School Psychology - III, 1996 (Title III) Lopez, Emilia C., "Best Practices in Working with Bilingual Children", pp. 1111-1121 Thomas and Grimes, eds.
Highly Qualified Teachers	Title I, II III and IV compliance"" /><:namespace prefix = o /><:namespace prefix = o /> The US Department of Educations' *Secretary's Third Annual Report on Teacher Quality, (2004) states:* "A highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers. In fact, highly qualified teachers are able to raise the academic achievement levels of all students to high levels--not just the students who are already performing well." Thus, the need for highly qualified 21st Century proficient teachers is apparent. *Secretary's Third Annual Report on Teacher Quality.* Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html
Time and Resources to Support School-Based Learning Communities	Title I, III and IV compliance"" /><:namespace prefix = o /><:namespace prefix = o /><:namespace prefix = o /> Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement. Fuchs, L.S., Fuchs, D (2002) "Teaching Secondary Language Minority Students", Echevarria, Jana and Goldenberg, Claude, California State University, Long Beach California (October 1999) from Center for Research on Education, Diversity and Excellence. (Title III)
Innovative Approaches to Meeting Subgroup Needs	Title I, Title III and V compliance"" /><:namespace prefix = o /><:namespace prefix = o /><:namespace prefix = o /> 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. <:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" /><:namespace prefix = st1 /><:namespace prefix = st1 /><:namespace prefix = st1 />Alexandria, Va. Association for the Supervision and Curriculum Development

Developmental Guidance with Character and Career Education Development	Title I,II and Title III compliance"" /><:namespace prefix = o />
	Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs.

<:namespace prefix = st1 ns = "urn:schemas-microsoft-com:office:smarttags" /><:namespace prefix = st1 />Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for the Supervision and Curriculum Development.

Orkwis, R., & McLane, K. (1998). *A curriculum every student can use: Design principles for student access.* ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html) |
| Strategies that Develop Students having 21st Century Learning Skills | Title I compliance

High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:

1. **Parents Are Involved**

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

   School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.
3. **There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.**

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

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

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

	Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education. Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2. <u>Middle School Transition Research:</u> Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464. Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318. Mac Iver, D.J. & Epstein. J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622. "Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin Source: National Middle School Association info@nmsa.org **High School Transition Research:** Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org What Does Research Say About School-to-Work Transition? www.ncrel.org Transition to College: Separation and Change for Parent and Students. www.aboutourkids.org
Effective Transition Pre K to Post Secondary	Title I and IV compliance"" /> A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).
Parents as Respected and Valued Partners	Title I, III and IV compliance"" /><:namespace prefix = o /> 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." Franklin, John "Acquiring English", <u>Curriculum update</u>, Fall 2002 from Association for Supervisor and Curriculum Development (Title III).
Change as an On-Going Continuous Process	Title I, II 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) Dufour, Richard and Robert Eaker (1998)
Use of Data to Target Improvement Efforts	Title I Compliance High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhartdt, V. (2004) Data Analysis for Continuous School Improvement (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (*Guide to Using Data in School Improvement Efforts*. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory. Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources. Jerald, Craig. (2002**)** Dispelling the Myth Revisited. Washington, D.C.: The Education Trust.)
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) Dufour, Richard and Robert Eaker (1998)
Differentiated Instruction	Title II and III Compliance To teach each student from his or her point of entry into the curriculum and

	perspective as learner is a very difficult undertaking. Teachers should not be interested in the education labels his/her students wear, but should be seeking the particular interests and needs of students in order to guide their instruction. In any classroom, a teacher will have to make the adaptations necessary to ensure student learning. Teachers should strive to make school and learning the thing to do for all students. Differentiation can lead to the maximizing of each student's full possibilities. Tomlinson, Carol Ann, Professor of Educational Leadership, Foundations, and Policy Studies, Curry School of Ed., University of Virginia, Charlottesville, VA Sheltered Instruction for Limited English Proficient students uses modified instruction to make the grade level objectives and instruction comprehensible to the LEP Student. Teachers make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content and Native language support. ESL (LEP) students are "sheltered" in that they do not compete academically with native English speakers. Debela, Nega, Ph. D., "Sheltered Instruction and Cultural Sensitivity Training", Marshall University, Huntington, WV. 2003
Classroom Environments	Title II Over the past several years, studies have documented that students have greater achievement gains in smaller classes. Minority students and low socio-economic students especially benefit from class-size reducation. Waymack, Nancy and Drury. (Summer/Fall, 1999). Sizing it Right: Class-National school Boards Association Policy Reaserch Volume 1. When students are in classes of approximately 15 students and with adequate quality staff development for teachers, there is a significant impact on achievement. PR Newswire. Hands-on Learning for Hands-Down Success: New Study Finds Studnet Learning. Elmwood Park. August 13, 2002.
21st Century Content	
Integration of Literacy Strategies	Title V The availibity of books is a key factor in reading achievement. Students who attend schools with large libraries, regular book borrowing, silent reading activities and story reading by teachers increased achievement in reading. Elley, W.B.(1992). *How in the World Do Students Read?* The IEA Student of Reading Literacy. The Hague, the Netherlands: International Association for the Evaluation of Educational Achievement. The findings of a study of fourth grade reading comprehensive scores on NAEP, suggests that money needs to be invested in library books.

	Krashen, S. (1995). School libraries,oyblc libraries and the NAEP reading schores. *School Library Media Quaterly, 23. 235-237.*
Research-Based High Yield Instructional Strategies	Title II Co-teaching benefits both teachers and their students. It results in avoidance of labeling and stigmatization of particular students and allows teachers to best serve the diverse populations that exist in general education classrooms. Bauwens, J. 1991. *Co-Teaching A Mainstreaming Strategy.* Preventing School Failure, vol. 35, 19-24.
Other Strategy Use of 21st Century technology tools	According to the list of 21st Century Skills compiled by the Meitri Group, it is imperative that students understand how to communicate using technology in order to operate in a global world. "The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy --'21st Century Literacy' --that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology. Developed by the Metiri Group in partnership with the North Central Regional Educational Laboratory
Other Strategy Professional Development	Title II Research shows that when students participate in hands-on learning activities and teachers receive appropriate staff development these techniques are more likely to be incorporated in the classroom. Hands-on learning for Hands-down Success: New Study finds Students Learning. PR Newswire. Staff development's aim is to help teachers so that student achievement will improve. Staff development not only develops knowledge and skills, but helps participants become better learners. Joyce, Bruce & Showers, Beverley "Student Achievement through Staff Development". National College for School Leadership 2003.
Other Strategy Conflict Resolution/Peer Mediation	**Title IV** **Conflict resolution provides training to an entire class, grade, or school. In general, these programs teach students to manage anger, control aggressive responses, understand conflict, and avoid and diffuse potentially violent confrontations. Peer mediation training is provided to a few selected students. They are taught to mediate disputes**

between other students. Both conflict resolution and peer mediation allow students to settle disagreements peacefully among themselves. Research has found that some programs have had a positive impact on students' attitudes about interpersonal violence, improve school discipline, and positively impact absenteeism.

Supporting Citations:

DuRant, R.J. et al. (1996). Comparison of two violence prevention curricula for middle school adolescents. *Journal of Adolescent Health*, 19, 111-117.

Johnson,D.W. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. *Review of Educational Research*, 66(4), p.459-506.

Lindsay, Paul (1998). Conflict resolution and peer mediation in public schools: what works?. *Mediation Quarterly*, v.16,no.1, 85-99.

Powell, K.E., Muir-McClain, L. and Halasyamani, L. (1995) A review of selected school-based conflict resolution and peer mediation projects. *Journal of School Health* 65(10), 426-431.

Other Strategy
3-Tiered Intervention

Other Strategy
Social Skills Training

Title IV

Social Skills Training means focusing on a range of social competency skills (e.g. developing self-control, stress management, responsible decision-making, social problem solving, and communication skills). It is an integral part of the Comprehensive, Multi-Component Approach.

Supporting Citations:

Dent, C.W. et al. (1995). Two-year behavior outcomes of Project No Tobacco Use. *Journal of Clinical and Consulting Pscyhology*, 63, 676-677.

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Hansen, W.B. (1992) School-based substance abuse prevention: A review of the state of the art in curriculum, 1980-1990. *Health Education Research: Theory and Practice* 7(3), 403-430.

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school-wide system of effective behavior support: investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27(3), pp. 446-459.

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Pilgrim, Colleen et al. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *Journal of Primary Prevention*, 18(3), 341-361.

| Other Strategy
School Climate | **Title IV**

Studies show that anti-bullying policies, along with encouragement of appropriate behavior, can dramatically reduce bullying at school and lower the likelihood of later aggression and delinquency which often follows. In addition, research suggests that school climate improves only when schools develop and implement a comprehensive anti-bullying plan designed to teach pro-social behavior, limit aggressive behavior and teach skills that promote positive interactions between students.

Supporting Citation:

Leff SS, Power TJ, Costigan TE, et al. (2003). Assessing the climate of the playground and lunchroom: implications for bullying prevention programming. *School Psychology Review* (32) 3, 418-430.

Olweus, D. (1994). Bullying at school: Basic facts and effects of a school-based intervention program. *Journal of Child Pscyhology and Psychiatry* (35) 7, 1171-1190.

Orpinas, P, Horne, AM (2004). A Teacher-focused approach to prevent and reduce students' aggressive behavior. *American Journal of Prevention Medicine* (26) 1 supp, 29-38.

Rodkin PC, Hodges EVE (2003). Bullies and victims in the peer ecology: four questions for psychologists and school professionals. *School Psychology Review* (32) 3, 384-400. |

Other Strategy Co-Teaching/Consultative Model	Co-Teaching has been defined as "when two or more educators co-plan, co-instruct, and co-assess a group of students with diverse needs in the same regular education classroom (Murawski, 2005). The regular educator and special educator co-teach "for specific content, with mutual ownership, pooled resources, and joint accountability, although each individual's level of participation many vary" (Friend, 2005) Pairing two educators with different areas of expertise, including knowledge of content and strategies, such as accommodations, adaptions, and positive behavior supports, can result in effective differentiated instruction for all students. In West Virginia, a special education teacher who is co-teaching in a core academic area within the above described model must be highly qualified in the core content area being taught (WVDE, Office of Special Education May, 2006). Collaboration means a style of interaction in which two or more professionals work together toward a common goal (Friend & Cook, 2003). Collaboration is a component of consultation and co-teaching relationships and must be positive, productive and meaningful in order to improve instruction and better meet the needs of diverse learners. Collaboration is a 21st Century learning skill defined as "the cooperative interaction between two or more individuals working together to solve problems, create novel products, or learn and master content" (WVDE, 2006). Consultative is the term now used in West Virginia to describe special education services and special education teachers' roles that were formerly defined as collaborative. Currently, a special educator in a consultative role or assignment may provide direct services to students as well as work with other educators or service providers who serve the student. Responsibilities of a consultative teacher, within federal guidelines, include adjustment to the learning environment; modifications of instructional methods; adaption of curriculum; behavior supports and interventions, and accommodations to meet the needs of individual students. This definition emphasizes consultative services that occur in a regular education classroom by listing strategies that support a content teacher's instruction and supports students with disabilities in accessing the regular education content instruction (WVDE May 2006). ***References:*** Murawski, W.W. (2005). *Student outcomes in co-taught secondary English Classes: How can we improve?* Reading and Writing Quarterly. Friend, M., & Cook, L. (2003) *Interactions:Collaboration Skillls for School Professionals (4th ed.)* White Plains, NY:Longman. (Instructor's Manual by W. Murawski, S.Kurtis, L. Cook, & M. Friend)
Other Strategy Collaboration	

Technology Plan

Submitted by - dab92502 2007-06-19 13:31:17.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

List one or more activity/strategy that focuses on using technology to improve achievement of all students with special emphasis on high need

and high poverty students. The strategies/action steps should include how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems.

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology Needs Assessment

The Digital Divide survey indicates a great need to upgrade the computer operating system software, probably with a concurrent hardware upgrade as well, to Windows XP or higher. In Wetzel County, the percentage of Windows XP computers is 60.7% and Wetzel County will continue to purchase XP machines to replace the existing older computer operating systems. In order to provide web resources and gain maximum use of our existing programs, we will strive to replace all Windows 95 (only 15 countywide still exist), and Windows 98 computers as possible with the funding available.We have eliminated all 3.1

Action Steps

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

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Plan Section Special Ed

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

Action Step Obtain the services required to ensure the provision of FAPE for eligible students with disabilities and exceptionalities, as appropriate, specifically: OT, PT, B/PS, ESY, School Psychology, Speech Therapy, Audiology, Web-based IEP Writer, Transportation, and Specialized Evaluations.

- Provide teachers and teacher aides to provide Extended School Year services to elgible students.
- Provide payment to school psychologist for an extra five (5) days of employment to complete evaluations, reports, etc.
- Provide purchased services through RESA-6 for Blind and Partially Sighted (B/PS) services.
- Provide related services (OT, PT, and Speech/Language) and specialized evaluations, as appprpriate, for eligible students.
- Provide special education teachers use of Web-based IEP Writer to develop IEPs for eligible students.
- Provide payment in lieu of transportation, as appropriate, for eligible students.

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End Date**
July 1, 2007	June 30, 2008	August 22, 2007	June 30, 2008

Purpose To provide FAPE to students with disabilities and exceptionalities.

Persons Responsible Special Education Director

Target Audience Students with disabilities

Federal Compliances Special Education 02. Services, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Federal Compliance Monies $ 80,285.00

SpecEd School Age-$ 25,393.00 SpecEd Pre-School-$ 10,594.00 SpecEd State Funds-$ 44,298.00

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies None

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

01 - Install Compass servers in elementary schools

02 - Replace old computers in all schools to eliminate Windows 95 and Windows 98 computers

03 - To add Numonics white boards/data projectors/laptop computers to Short Line Elementary, Paden City HS, Valley HS New Martinsville

and Magnolia

04 - Replace/update Novell servers

05 - Update switches when necessary

06 - Purchase Palm or other handheld devices to use for Dibels

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

Purpose To ensure that the capabilities of technology infrastructure are adequate for acceptable performance of the technology being implemented in Wetzel County Schools

Persons Responsible Technology coordinator

Target Audience All schools

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

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

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies Use of 21st Century technology tools

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

01 - Update and install Compass software which is aligned to the WV CSOs

02 - Purchase career exploration software for middle school and high school

03 - Use Inspiration and Kidspiration for instruction

04 - Use ACT discover software in high schools

05 - Use Microsoft Office for instruction

06 - To provide the use of Palm pilots for instruction and assessment at elementary schools

07 - Use Star Reading, Accelerated Reading and Math software

08 - Use DIBBELS for formative assessment in instruction

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

Purpose To improve the use of 21st century tools and resources for improved student achievement

Persons Responsible Technology coordinators/ principals/ teachers

Target Audience All Students

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

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

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies Collaboration

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

01 - Provide cellular, voice, long distance, and paging services for enhanced communication and improved safety

02 - Provide web hosting for county and schools

03 - Provide access to the Internet for research, access to WVEIS, standards based lesson plans, email communication purposes, school web pages, etc.

04 - Request funding for discounts for new servers at New Martinsville School and Short Line School

05 - Add additional T-1 line at New Martinsville School

06 - Provide wireless access points to schools in county upon request

Projected Begin Date	**Projected End Date**	**Actual Begin Date**	**Actual End**

| July 1, 2007 | June 30, 2010 | ? | **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

Target Audience All Stakeholders

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-improve infrastructure&softwa

Associated High Yield Strategies Use of 21st Century technology tools

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

    01 - Student will have access to career information resources through school labs or classroom computers via Chronological Career Library, ACT eDiscover, Internet resources.

    02 - General use of local technology monies to help address each school's needs (those not covered by TFS and Technology Infrastructure monies)in areas of hardware, software, networking maintenance.

    03 - Provide increased access to technology for all students and teachers through the use of wired computers and in particular address mobile/wireless computer labs in every high school and some middle schools in the county.

    04 - Provide wireless access points to schools in county upon request

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

Purpose To improve the integration of 21st Century tools and resources across the curriculum to provide rigor, enhance learning and improved student achievement

Persons Responsible Technology Coordinator

Target Audience Students and teachers/ administrators

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

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

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies Use of 21st Century technology tools

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

    01 - Provide virtual courses through WV Virtual School

    02 - Elementary Schools will use virtual field trips for improved instruction

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

Purpose To provide rigor/enhance learning/improve achievement

Persons Responsible Technology/ Principals/ Teachers

Target Audience Students

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

---

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

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies Use of 21st Century technology tools

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

01 - Collaborate with WV Northern Community College to provide virtual field trips for Wetzel County schools

02 - Use county and school websites to improve commmunication between students, families and community

03 - Schools will take the initiative to provide opporutnities for parents, guardians and caregivers to become involved in the educational process

04 - Provide increased communication with students' parents with the use of EDLINE

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To improve communication	**Persons Responsible** Technology Coordinator/ Principals/ Teachers	**Target Audience** All Stakeholders	
		Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration	

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies Use of 21st Century technology tools

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

01 - Provide Numonics white board training

02 - Provide Compass professional development support for elementary/middle schools

03 - Provide teachers training on Accelerated Reading and Accelerated Math

04 - Provide Summer Technology Academy including Intel training

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To provide rigor, enhance learning/ improve achievement	**Persons Responsible** Technology Coordinator	**Target Audience** Teachers and Principals	
Professional Development Trainer Led		**Federal Compliances** Technology 07-Professional Development for 21st Century Instruction	

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies Use of 21st Century technology tools

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

01 - Use RESA services for maintenance of computers and infrastructure

02 - Use Technology Coordinators for maintenance of computers and infrastructure

03 - Use Pomeroy Computer Resources for maintenance of servers and switches and computers

04 - Use school technology coordinators for maintenance of computers and infrastructure

05 - Use the IBM and Compass technicians for maintenance and repair of computers and infrastructure

06 - Use AB Tutor software program for computer maintenance and access control/supervision

07 - Use of Symantec Norton Antivirus Corporate Edition for prevention and removal of viruses

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

Purpose To provide a stable and robust 21st Century learning environment

Persons Responsible Technology Coordinator, RESA, vendors, local technology coordinators

Target Audience All Stakeholders

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

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Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology-improve infrastructure&softwa

Associated High Yield Strategies None

Action Step TECH/9: Collaborate with adult literacy providers

   01 - Pending funding, open TOC lab in at least one county school in the evenings for community use and training.

   02 - Use of computer labs for GED preparation via collaboration with adult literacy providers to provide open access to appropriate school labs for adult literacy classes

Projected Begin Date July 1, 2007

Projected End Date June 30, 2010

Actual Begin Date ?

Actual End Date ?

Purpose To improve the use of 21st Century tools and resources

Persons Responsible Technology Coordinator/ Adult Literacy Providers

Target Audience All Stakeholders

Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	0.00		0.00	0.00
		Cellular	7,800.00		5,772.00	2,028.00
		Data Lines	61,500.00		45,510.00	15,990.00
		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	6,000.00		4,440.00	1,560.00
		Paging	864.00		639.00	225.00
		Voice	51,624.00		38,202.00	13,422.00
		WAN	0.00		0.00	0.00
		Web Hosting	6,960.00		5,150.00	1,810.00
		E-rate Totals	134,748.00		99,714.00	35,034.00
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	New Martinsville School	3,095.60	90	2,786.04	309.56
		Short Line School	3,339.80	80	2,671.84	667.96
		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	7,800.00		5,772.00	2,028.00
		Data Lines	61,500.00		45,510.00	15,990.00
		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	6,000.00		4,440.00	1,560.00

			Annual	Disc%	Commit	County Match
	Paging		864.00		639.36	224.64
	Voice		51,624.00		38,201.76	13,422.24
	WAN		0.00		0.00	0.00
	Web Hosting		6,960.00		5,150.40	1,809.60
	E-rate Totals		134,748.00		99,713.52	35,034.48
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	New Martinsville School	3,095.60	90	2,786.04	309.56
		Short Line School	3,339.80	80	2,671.84	667.96
		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		11,562.00	2,538.00
		Data Lines	61,260.00		50,233.20	11,026.80
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	0.00		0.00	0.00
		Long Distance	15,840.00		12,988.80	2,851.20
		Paging	1,200.00		984.00	216.00
		Voice	45,504.00		37,313.28	8,190.72
		WAN	0.00		0.00	0.00
		Web Hosting	6,960.00		5,707.20	1,252.80
		E-rate Totals	144,864.00		118,788.48	26,075.52
State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2006	New Martinsville School	3,095.60	90	2,786.04	309.56
		Short Line School	3,339.80	80	2,671.84	667.96
		State Totals - SUCCESS	6,435.40		5,457.88	977.52

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	4,800.00		3,456.00	1,344.00
		Data Lines	55,263.00		39,789.36	15,473.64
		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	7,980.00		5,745.60	2,234.40
		Paging	2,400.00		1,728.00	672.00
		Voice	63,889.00		46,000.08	17,888.92
		Web Hosting	3,480.00		2,505.60	974.40
		E-rate Totals	137,812.00		99,224.64	38,587.36
State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00		0.00	0.00
State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00		0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

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

2. If yes, what is the last date of adoption/revision? 10/09/2001

3. When was the public meeting held for CIPA Compliance?

4. Provide the URL to your acceptable use policy.

http://www.wetzelcountyschools.com/3405_12381712350/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=47428

	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?	9	1	10
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	0	0	0
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0

16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

Process Monitoring

Evaluation Process