

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

WIRT COUNTY SCHOOLS WIRT COUNTY SCHOOLS

P O BOX 189

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Superintendent	Daniel Metz
	Principal	Ken Heiney
	Principal	Sandy Hunton
	Principal	James Hoover
	CFO Wirt County Schools	Karen Cummings
Business & Community	Board Member	James Rader
	Board Member	Charles Mills
	Community	Terry Jones
Federal Programs	Voc. Coord.	Elizabeth Hardbarger
	Title I Dir.	Barbra Siers
Other	21 Century Grant Asst. Dir	Carylon Echard
Parents		Dean Thorn
		Virginia Bennett
		Kay Arnold
Service Personnel	Aide	Vonda Jones
	Director of Transportation	Doug Hill
Students	12 th Grade Student	Sara Smith
Teachers	Test Coord. Middle School	Angie Domico-Cox
	5th Grade	Gayle Nichola
	RMT	Marlyn Mills
	1st Grade Teachers	Betsy Bell
	High School SS Teacher	Jason Ward
	High School Testing Coord.	Don Myers
	Special Education Dir.	Jackquilyn Harris
	County Tech. Coord.	John McKown
Technology Committee	Primary School Tech Coord.	Lois Robinson
	Middle School Tech. Coord.	Gayle Nicholas
	Primary School Tech Committee	Gloria Winland

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

SCHOOL SYSTEM MISSION STATEMENT

The Wirt County Board of Education believes the school system must empower our students to reach their full potential and be responsible 21st Century citizens.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. We believe the school system must remain fiscally sound.
2. We believe a commitment to continuous improvement is imperative if our school system is to enable students to become 21st Century confident, self-directed, lifelong learners.
3. We believe a clean, safe, accessible, and caring environment is essential for the learning and well being of all individuals.
4. We believe high expectations and challenging standards promote continuous improvement and high achievement.
5. We believe the balance of academics and extra curricular activities is essential for a well-rounded education.
6. We believe the school system must provide high quality teachers who actively engage and motivate learners through meaningful 21st Century instruction and assessment.
7. We believe community and parental involvement, beginning at the primary level, are critical to a high quality education system.
8. We believe the school system must promote and utilize innovative technology to enhance teaching and learning.
9. We believe that each child deserves the greatest opportunity to learn and become responsible citizens.
10. We believe that love and trust are the cornerstones to learning.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	5,000.00
Ed Tech Federal	150,000.00
Rural and Low Income Schools	33,097.00
Step 7	25,000.00
Technology E-rate	17,020.08
Technology E-rate County Match	5,083.92
Technology Local Share	4,114.00
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	14,000.00
TFS/Elementary Technology	13,000.00
TFS/Secondary Technology	16,000.00
Title II	84,238.00
Title V	1,730.00
Total	\$ 368,283.00

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

If enrollment in Wirt County Schools continue to decline it will become increasingly difficult to meet the needs of students.

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

The population of Wirt County has become older as the years of past. Fewer young people are having kids and staying in Wirt County to raise them. We see a lot of returning residents who have come to the county to spend their retirements.

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

Wirt County has remained level in the make-up of its socio-economic demographics.

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

The second largest employer in the county has instituted major layoffs in 2005.

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

Family characteristics and backgrounds of students in Wirt County have remained stable. We see no major changes in the make-up of the family of the Wirt County Student.

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?

Poverty is the number one issue facing the students of Wirt County Schools. We also see an increase in violent tendencies as our students get older. We have a significant number of students living with and being raised by other family members besides their parents.

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

Virtual Schools have a great implication for the students of Wirt County. Up to date technology and the instruction in that technology also has great implications for our students.

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

Many Wirt County students work to help support their families. This at times makes it difficult for students to focus on school.

PRIORITIES

1. To provide up to date technology and instruction to the students of Wirt County Schools.
2. To provide students and families with counseling services.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

All Wirt County Schools met AYP for the 2005-06 School Year. We have concerns about Reading scores across grade levels and Special Education subtest Scores across the system.

WESTEST Confidential Summary Report

Mathematics: 3rd grade 25.35% of students were below mastery 4th grade 15.15% of students were below mastery 5th grade 18.67% of students were below mastery 6th grade 12.86% of students were below mastery 7th grade 11.76% of students were below mastery 8th grade 23.81% of students were below mastery 10th grade 23.10% of students were below mastery
READING: 3rd grade: 23.94% of students were below mastery 4th grade: 10.61% of students were below mastery 5th grade: 22.67% of students were below mastery 6th grade: 10.00% of students were below mastery 7th grade: 13.24% of students were below mastery 8th grade: 8.24% of students were below mastery 10th grade 24.62% of students were below mastery

WV Writing Assessment

High School 10th Grade 11.24% below mastery.

Middle School 7th Grade 11.00% below mastery.

Primary School 4th Grade 30% below mastery.

SAT/ACT Results

% of ACT-Tested students college Ready: College English Composition WCHS 68% State 71% College Algebra WCHS 28% State 30% College Social Science WCHS 51% State 52% College Biology WCHS 21% State 22% Meeting all four areas WCHS 19% State 16% WCHS lowest area is in English

ACT Explore - Grade 8 Middle School

English: 13.4 Local 13.9 National Mathematics: 14.5 Local 14.4 National Reading: 14.0 Local 13.9 National Science: 16.1 Local 15.9 National Composite: 14.6 Local 14.7 National

ACT Plan - Grade 10 High School

Usage/Mechanics Local 7.5 Nat'l 7.8 Rhetorical Skills Local 7.7 Nat'l 8.0 Pre-Alg./Algebra Local 7.2 Nat'l 7.1 Geometry
Local 8.6 Nat'l 8.4

End of Course Testing Report for Career and Technical Education

End of Course Exams Passed

Ag. and Natural Resources I II,

Ag. Mechanics I II

Agricultural Cooperative Ed.

Agriscience 11, 12

Accounting Principles I,II

Business Computer Appl. I,II

Intr. to Business and Marketing

Management/Entrepreneurship

Office Management

Construction

Masonry and Plumbing

Courses not passed

Finishing Carpentry

Foundation and Framing

71.47 % passing Met State Standard

PRIORITIES

1. To increase the number of students reaching Mastery or above on the WESTEST as a whole and in each subgroup.
2. To decrease the gap between the Special Education students and the all group at all levels. To decrease the gap between the Low SES students and the all group at all levels.
3. To increase reading scores in all groups at all levels.
4. To increase the ACT test scores so all eligible students may receive the promise scholarship.
5. To increase the ACT test scores so all students will be ready for college level work.
6. To increase the number of Vocational Education courses that meet state standards

C. OTHER STUDENT OUTCOMES**ANALYSIS****Attendance Report (by subgroup if available)**

2006-07

WCHS 96.46

WCMS 95.98

WCPS 96.91

Dropout Rates/Graduation Rates (by subgroup if available)

WCHS 87.1 has decreased since 2002 (92.7)

WCHS 2005-06 82.1

College Enrollment Rate

51.5% (2005-06)

College Developmental Course Rate

35% in any Dev. Courses

Results of Nationally Recognized Physical Fitness Test

62% of students qualified (2005-2006).

PRIORITIES

1. To increase Attendance Rates at all schools
2. To increase graduation rate at WCHS.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

All indicators were in compliance.

Monitoring Reports (Special Education and NCLB)

CIMP 31 Compliant, 4 Needs Improvement, 8 Noncompliant A Improvement plan has been written for all areas of non compliance.

Highly Qualified Personnel Report

Wirt County Schools has one Teacher who is Not Highly Qualified. This employee is taking classes to become Highly Qualified.

Digital Divide Report (Technology)

We must continue to analyze the technology needs of Wirt County Schools to ensure that we maintain or lower our student/computer ratio of 3:1. The current student computer ratio is 2:1.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: To assure all students who attend Wirt County Schools will achieve at a high level.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	There will be an annual increase in the number of students who score proficient in mathematics at Wirt County Primary Center	WESTEST Math WCPC	75.39	100.00
1.2	There will be an annual increase in the number of students who score proficient in Reading/Language Arts at Wirt County Primary Center	WESTEST R/L WCPC	70.07	100.00
1.3	There will be an annual increase in the number of students who score proficient in Mathematics at Wirt County Middle School	WESTEST Math WCMS	75.63	100.00
1.4	There will be an annual increase in the number of students who score proficient in Reading/Language Arts at Wirt County Middle School	WESTEST R/L WCMS	83.54	100.00
1.5	There will be an annual increase in the number of students who score proficient in Mathematics at Wirt County High School	WESTEST Math WCHS	73.75	100.00
1.6	There will be an annual increase in the number of students who score proficient in Reading Language Arts at Wirt County High School	WESTEST R/L WCHS	81.25	100.00
1.7	There will be an annual increase in the ACT scores in English for students at Wirt County High School.	ACT English WCHS	19.00	27.00
1.8	There will be an annual increase in the ACT scores in Mathematics for students at Wirt County High School	ACT Math WCHS	19.80	27.00
1.9	There will be an annual increase in the ACT scores in Reading for students at Wirt County High School	ACT Reading WCHS	20.40	26.00
1.10	There will be an annual increase in the ACT scores in Science for students at Wirt County High School	ACT Science WCHS	20.30	26.00

Goal 2: Wirt County Schools will assure the resources, structures and services are in place to support all students as they master the West Virginia CSO's and become 21st. Century Learners.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	Wirt County Schools will have a system-wide focus on student learning and high expectations for all students.	High expectations for all students	0.00	0.00
2.2	Wirt County Schools will have school-based professional learning communities that will be developed and utilized in each school so they may develop, implement and evaluate strategies to address their school's performance goals and support increased student achievement.	Professional Learning communities	60.00	100.00

Goal 3: Wirt County Schools will provide students and staff with the high quality instructional and administrative practices, instructional materials and up-to-date hardware and software necessary to be successful 21st century learners.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	There will be an annual increase in the percentage of Win XP computers used in the county.	Technology	10.00	100.00
3.2	Wirt County Schools will increase the percentage of parents that use Edline to monitor student progress.	Increase Edline use by Parents	0.00	0.00

Goal 1: To assure all students who attend Wirt County Schools will achieve at a high level.

Objective 1.1 There will be an annual increase in the number of students who score proficient in mathematics at Wirt County Primary Center

As measured by:
WESTEST

Baseline Data		75.39	
Targets		Actual	
2005-2006	82.00	2005-2006	74.60
2006-2007	85.00	2006-2007	76.17
2007-2008	90.00	2007-2008	N/A
2008-2009	95.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.2 There will be an annual increase in the number of students who score proficient in Reading/Language Arts at Wirt County Primary Center

As measured by:
WESTEST

Baseline Data		70.07	
Targets		Actual	
2005-2006	75.00	2005-2006	75.60
2006-2007	80.00	2006-2007	78.39
2007-2008	85.00	2007-2008	N/A
2008-2009	95.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.3 There will be an annual increase in the number of students who score proficient in Mathematics at Wirt County Middle School

As measured by:
WESTEST

Baseline Data		75.63	
Targets		Actual	
2005-2006	80.00	2005-2006	80.20
2006-2007	85.00	2006-2007	80.50
2007-2008	90.00	2007-2008	N/A
2008-2009	95.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.4 There will be an annual increase in the number of students who score proficient in Reading/Language Arts at Wirt County Middle School

As measured by:
WESTEST

Baseline Data		83.54	
Targets		Actual	
2005-2006	88.00	2005-2006	84.00
2006-2007	93.00	2006-2007	83.72
2007-2008	95.00	2007-2008	N/A
2008-2009	98.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.5 There will be an annual increase in the number of students who score proficient in Mathematics at Wirt County High School

As measured by:
WESTEST

Baseline Data		73.75	
Targets		Actual	
2005-2006	78.00	2005-2006	63.10
2006-2007	85.00	2006-2007	77.90
2007-2008	90.00	2007-2008	N/A
2008-2009	95.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.6 There will be an annual increase in the number of students who score proficient in Reading Language Arts at Wirt County High School

As measured by:
WESTEST

Baseline Data		81.25	
Targets		Actual	
2005-2006	87.00	2005-2006	69.20
2006-2007	93.00	2006-2007	79.06
2007-2008	95.00	2007-2008	N/A
2008-2009	98.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Objective 1.7 There will be an annual increase in the ACT scores in English for students at Wirt County High School.

As measured by:
ACT

Baseline Data		19.00	
	Targets		Actual
2005-2006	21.00	2005-2006	19.40
2006-2007	24.00	2006-2007	21.06
2007-2008	25.00	2007-2008	N/A
2008-2009	26.00	2008-2009	N/A
2009-2010	27.00	2009-2010	N/A

Objective 1.8 There will be an annual increase in the ACT scores in Mathematics for students at Wirt County High School

As measured by:
ACT

Baseline Data		19.80	
	Targets		Actual
2005-2006	21.00	2005-2006	19.20
2006-2007	24.00	2006-2007	20.16
2007-2008	25.00	2007-2008	N/A
2008-2009	26.00	2008-2009	N/A
2009-2010	27.00	2009-2010	N/A

Objective 1.9 There will be an annual increase in the ACT scores in Reading for students at Wirt County High School

As measured by:
ACT

Baseline Data		20.40	
	Targets		Actual
2005-2006	22.00	2005-2006	20.90
2006-2007	23.00	2006-2007	21.54
2007-2008	24.00	2007-2008	N/A
2008-2009	25.00	2008-2009	N/A
2009-2010	26.00	2009-2010	N/A

Objective 1.10 There will be an annual increase in the ACT scores in Science for students at Wirt County High School

As measured by:
ACT

Baseline Data		20.30	
	Targets		Actual
2005-2006	22.00	2005-2006	19.70
2006-2007	23.00	2006-2007	20.66
2007-2008	24.00	2007-2008	N/A
2008-2009	25.00	2008-2009	N/A
2009-2010	26.00	2009-2010	N/A

Goal 2: Wirt County Schools will assure the resources, structures and services are in place to support all students as they master the West Virginia CSO's and become 21st. Century Learners.

Objective 2.1 Wirt County Schools will have a system-wide focus on student learning and high expectations for all students.

As measured by:
WESTEST

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

Objective 2.2 Wirt County Schools will have school-based professional learning communities that will be developed and utilized in each school so they may develop, implement and evaluate strategies to address their school's performance goals and support increased student achievement.

As measured by:
Professional Development Evaluations

Baseline Data		60.00	
Targets		Actual	
2005-2006	70.00	2005-2006	0.00
2006-2007	80.00	2006-2007	0.00
2007-2008	90.00	2007-2008	N/A
2008-2009	100.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

Goal 3: Wirt County Schools will provide students and staff with the high quality instructional and administrative practices, instructional materials and up-to-date hardware and software necessary to be successful 21st century learners.

Objective 3.1 There will be an annual increase in the percentage of Win XP computers used in the county.

As measured by:
Digital Divide

Baseline Data				10.00
	Targets		Actual	
	2005-2006	20.00	2005-2006	23.00
	2006-2007	40.00	2006-2007	38.00
	2007-2008	60.00	2007-2008	N/A
	2008-2009	80.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Objective 3.2 Wirt County Schools will increase the percentage of parents that use Edline to monitor student progress.

As measured by:
The percentage of parent accounts activated.

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	50.00	2006-2007	18.00
	2007-2008	75.00	2007-2008	N/A
	2008-2009	100.00	2008-2009	N/A
	2009-2010	0.00	2009-2010	N/A

HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Research-Based High Yield Instructional Strategies	<p><u>Research-Based High Yield Instructional Strategies</u></p> <p>High Yield Instructional Strategies are defined as categories of instructional activities that have been verified through research to correlate with high student achievement. High performing school systems want to enhance the quality of instruction of all teachers. According to William Sanders “quality instruction is the single biggest factor influencing gains in achievement, an influence many times greater than poverty or per pupil expenditures.” The use of research-based high yield instructional strategies improves instruction, learning and achievement.</p> <p>R. Marzano, D. Pickering, and J. Pollock (2001)</p>
Time and Resources to Support School-Based Learning Communities	<p>Title I compliance</p> <p>Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p>
Effective Transition Pre K to Post Secondary	<p>Title I compliance</p> <p>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).</p>
Collaboratively Developed Strategic Plan	
Authentic Classroom Assessments	
Highly Qualified Teachers	

	<p>Title I compliance</p> <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. "" /></p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p> <p>The US Department of Educations' <i>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."</i> Thus, the need for highly qualified 21st Century proficient teachers is apparent.</p> <p><i>Secretary's Third Annual Report on Teacher Quality. Available at http://www.ed.gov/about/reports/annual/teachprep/2004/index.html</i></p>
<p>Parents as Respected and Valued Partners</p>	<p>Title I compliance</p> <p>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).</p> <p>Similar finding have been sited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
<p>Parent Involvement Communication System</p>	
<p>Proactive Community</p>	
<p>Prioritization and Mapping</p>	<p>Title I compliance</p> <p>If the purpose of the assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing."" /></p> <p>If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier.</p> <p>(Erin Hogan Fouberg, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>

<p>Differentiated Instruction</p>	<p>Title I compliance</p> <p>There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "<u>correlates</u>". This body of correlated information began what is now referred to as Effective Schools Research.</p> <p>The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the <u>effective schools research</u> are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.</p> <p>Lezotte, Lawrence W. (1991) <i>Correlates of Effective Schools</i>. Okemis, MI Effective Schools Products, Ltd.</p>
<p>Adjustment of Instructional Time</p>	<p>Title I compliance</p> <p>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.</p> <p><u>Prisoners of Time: Report of the National Education Commission on Time and Learning</u>, April 1994.</p> <p>Cooper, Harris. "Is the School Calendar Outdated?" Paper presented at the conference, "Summer Learning and the Achievement Gap: First National Conference," John Hopkins University Center for Social Organization of Schools, Baltimore MD (July 18, 2000.)</p> <p>Hail, 2006 and Vaughn, 2000.</p>
<p>Analyze Trends and Establish Priorities for School Improvement</p>	
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Title I compliance</p> <p>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</p>

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

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

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

Title I compliance

Instructional strategies and models in a **targeted assistance school** must focus on enabling participating students to meet the State's student performance standards. The selection of instructional models to use in a targeted assistance school will be made by each school based on the needs of participating students. Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom teachers can also benefit participating children. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of failing, to meet the challenging standards, thoughtful consideration to program design is essential.

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

Title I compliance

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

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

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

Data-Based System for Monitoring Student Academic and Personal Progress

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. (Bernhardt, 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

	<p>data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
<p>Change Processes that Address Interrelatedness of Activities and Resources</p>	<p>Title I compliance</p> <p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)</p> <p>Dufour, Richard and Robert Eaker (1998)</p>
<p>Developmental Guidance with Character and Career Education Development</p>	<p>Title I compliance</p> <p>Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. 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.</p> <p>Tomlinson, C.A. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, Va. Association for the Supervision and Curriculum Development.</p> <p>Orkwis, R., & McLane, K. (1998). <i>A curriculum every student can use: Design principles for student access</i>. ERIC/OSEP Topical Brief. Reston, Va; ERIC/OSEP Special Project. (online at Http://www.cec.sped.org/osep/udesign.html)</p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:</p> <ol style="list-style-type: none"> 1. Parents Are Involved <p>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.</p> 2. There is structured communication and collaboration among personnel between the sending school and the receiving school. <p>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.</p> 3. There is a cross-school facilitation provided through district leadership.

Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.

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

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

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

Pre-school Transition:

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

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

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

Middle School Transition Research:

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

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

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

“Transition from Middle School into High School” by Nancy B. Mizell & Judith L. Irvin
Source: National Middle School Association info@nmsa.org

High School Transition Research:

Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org

What Does Research Say About School-to-Work Transition? www.ncrel.org

Transition to College: Separation and Change for Parent and Students.
www.aboutourkids.org

Change Based on Internal and External Factors

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

Dufour, Richard and Robert Eaker (1998)

Technology Plan

Submitted by - dcm94001 2007-09-17 09:43:13.0

E-rate Year 2008-2009

Federal Compliances

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

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

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

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

Technology 09- ADULT LITERACY

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

Narrative Summary

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

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

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

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

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

Technology Needs Assessment

We must continue to analyze the technology needs of Wirt County Schools to ensure that we maintain or lower our student/computer ratio of 3:1. The current student computer ratio is 2:1.

Action Steps

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

Plan Section Special Education

Associated Goals/Objectives None

Associated High Yield Strategies Innovative Approaches to Meeting Subgroup Needs

Action Step Purchase materials, supplies, and equipment to ensure the provision of a free appropriate public education for eligible students with disabilities as appropriate, specifically evaluation instruments and related items required to identify students with disabilities, classroom materials and supplies and computer equipment for special education classrooms.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date August 1, 2007	Actual End Date June 30, 2008
Purpose to purchase materials, supplies and equipment	Persons Responsible Special Ed Director, Principals	Target Audience Students with disabilities, preK- 12 special ed. teachers	Federal Compliance Monies \$ 5,500.00
		Federal Compliances Special Education 03. Materials Supplies and Equipment, Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	
SpecEd School Age-\$ 1,500.00 SpecEd Pre-School-\$ 2,000.00 SpecEd State Funds-\$ 2,000.00			

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step -TECH-Wirt County Schools will use \$25000 of county funds to purchase replacement parts and computer workstations.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
Purpose To provide Wirt County Students with up to date technology.	Persons Responsible technology director	Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools	

Plan Section Technology

Associated Goals/Objectives None

Associated High Yield Strategies None

Action Step Tech- Wirt County Schools will use Tools for Schools/ TI funds to purchase new computer workstations and hardware to increase technology access for all students.

Projected Begin Date June 1, 2007	Projected End Date June 1, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To increase student access to technology	Persons Responsible Tech. Coordinators	Target Audience all students
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Federal Compliances Technology 01- Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - The workstations in the 405 computer lab in WCHS will be replaced.
- 02 - WCPC and WCMS will split the TI funds (\$14,000) and purchase new workstations to replace older machines.
- 03 - Purchase materials, supplies, and equipment to ensure the provision of a free appropriate public education for eligible students with disabilities as appropriate, specifically evaluation instruments and related items required to identify students with disabilities, classroom materials and supplies and computer equipment for special education classrooms.
- 04 - Wirt County Primary Center will use Tools for Schools funds to purchase new computer workstations to replace older machines.
- 05 - Wirt County Middle School will use Tools for Schools funds to purchase new computer workstations to replace older machines.
- 06 - Wirt County Schools will use \$25000 of county funds to purchase replacement parts and computer workstations.
- 07 - Wirt County Schools will use Tools for Schools/ TI funds to purchase new computer workstations and hardware to increase technology access for all students.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in Wirt County schools.	Persons Responsible
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Federal Compliances Technology 01- Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step -TECH-WCPC will use Compass Learning software to increase student achievement by the integration of technology into the teaching of the WV CSO's.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To increase student achievement	Persons Responsible Building Principal
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Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

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

Action Step -TECH-Wirt County High School will continue to use ACT preparation software to improve student performance on the ACT test.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To raise the mean ACT score at Wirt County High School each year.

Persons Responsible
Don Myers, John McKown

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

Plan Section Technology

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

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

- 01 - DIBELS benchmarking will be administered 3 times per year to assess student reading with progress monitoring administered bi-monthly Quick Phonics Screener will also be administered in Grades 2-6
- 02 - Monthly grade level meetings to analyze DIBELS benchmarking and progress monitoring
- 03 - TECH-To improve student achievement by the use of the School Kit curriculum modules to integrate technology into all content areas.
- 04 - WCPC will use Compass Learning software to increase student achievement by the integration of technology into the teaching of the WV CSO's.
- 05 - Wirt County teachers will use the Writing Roadmap web-site to increase student performance on the WV Writing Assessment.
- 06 - Wirt County teachers will integrate technology in the teaching of the WV CSO's; schools with federally funded TIS will have support in ensuring that 21st century skills are embedded into instruction/curricula planning process
- 07 - Wirt County teachers will use the Kurzweil software with students as needed.
- 08 - Wirt County High School will continue to use ACT preparation software to improve student performance on the ACT test

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the use of 21st century tools and resources to improve student achievement.

Persons Responsible

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

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

Plan Section Technology

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

Action Step -TECH-Wirt County Schools will maintain a technology infrastructure that provides access to voice, long distance, cellular and data lines to improve internal and community communications.

- 01 - 14 EXISTING LINES AND NEW PHONE LINES- provide voice and long distance services
- 02 - 10 EXISTING AND NEW SERVICES for cellular
- 03 - Provide voicemail services

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve internal and community

Persons Responsible
Wirt County Technology

communications. Director.

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step -TECH-Wirt County Schools will maintain a technology infrastructure that provides sufficient bandwidth for WVEIS and Internet to all Wirt County Classrooms in order to enhance learning and improve student achievement.

- 01 - To provide high speed access for three existing buildings and new bulidngs; internet access services district wide and wireless internet services district wide

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To enhance learning and improve student achievement through technology.
Persons Responsible
 County Technology Director

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - All Wirt County staff will utilize Access.k12 email accounts to communicate with students, staff and parents and to enhance student learning.
- 02 - All teacher email addresses will be placed on school web-pages to increase teacher/parent communications.
- 03 - Wirt County Schools will maintain a technology infrastructure that provides access to voice, long distance, cellular and data lines to improve internal and community communications.
- 04 - Provide 14 EXISTING LINES AND NEW PHONE LINES- provide voice and long distance services
- 05 - Provide voicemail services
- 06 - Wirt County Schools will maintain a technology infrastructure that provides sufficient bandwidth for WVEIS and Internet to all Wirt County Classrooms in order to enhance learning and improve student achievement.
- 07 - To provide high speed access for three existing buildings and new bulidngs; internet access services district wide and wireless internet services district wide
- 08 - Provide webhosting funds from e-rate district wide for improved communication with students and families

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communication, provide access to the Internet (standards based lesson plans and digital resources) and access to WVEIS.
Persons Responsible

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - ERATE reimbursement funds will be used each year to purchase new work stations other technology equipment as needed.
- 02 - WCPC will use Ed. Tech Rnd. 5 funds to add a 25 work station computer lab.
- 03 - Wirt County Schools will use Tools for Schools/ T1 funds to purchase new computer workstations and hardware to increase technology access for all students.

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

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

Persons Responsible

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

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

Plan Section Technology

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

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

- 01 - Enroll WCHS students in Virtual School classes to provide rigorous and specialized classes that are not offered locally.

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

Purpose To provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Persons Responsible

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 **Associated High Yield Strategies**

Action Step -TECH-Provide extended time programs in all Title I schools. This program is funded through the 21st Century Grant

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2006	June 30, 2009	?	?

Purpose To provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging

Persons Responsible
 21st Century Grant

student academic achievement standards. To enrich students learning beyond the standards.

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step -TECH-Wirt County staff will develop and use Edline web-pages to improve communication with parents and the community.

- 1 - Provide webhosting funds from e-rate district wide for improved communication with students and families

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communications between school and the community/parents.
Persons Responsible All Wirt County Staff

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

Plan Section Technology

Associated Goals/Objectives Technology ,Increase Edline use by Parents

Associated High Yield Strategies None

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

- 01 - Provide extended time programs in all Title I schools. This program is funded through the 21st Century Grant
- 02 - Wirt County staff will develop and use Edline web-pages to improve communication with parents and the community.
- 03 - Provide webhosting funds from e-rate district wide for improved communication with students and families

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communication and collaboration among stakeholders
Persons Responsible
Target Audience All stakeholders

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

Technology 07-Professional Development for 21st Century Instruction

Plan Section RLIS

Associated Goals/Objectives Professional Learning communities

Associated High Yield Strategies Collaboratively Developed Strategic Plan

Action Step Continue to include teachers, Principals in WVDE School Improvement Conferences

Projected Begin Date August 28, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To develop leaders in the district who will be able to share information with peers
Persons Responsible Superintendent, Principals
Target Audience Principals Teachers

Federal Compliances RLIS 02. Teacher Professional Development, Technology

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step -TECH/TITLE I-Provide professional development to teachers in the area of parent involvement supported by blended funds including Title I.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To enable teachers to improve communication with parents and develop necessary skills to present training sessions for parents

Persons Responsible
Title I director Parent Resource Center Director

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

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

- 01 - Continue to include teachers, Principals in WVDE School Improvement Conferences
- 02 - Conduct Summer Academy for 21st century skills training for 7-12 Teaachers
- 03 - -Ed Tech funds, competitive and formula will be used to hire 2 Technology Integration Specialists and to purchase other needed hardware and software
- 04 - WCPC will purchase Compass Learning staff development days as needed.
- 05 - -Wirt County Board of Education will create school technology coordinator positions in each school.
- 06 - Provide professional development to teachers in the area of parent involvement supported by blended funds including Title I.
- 07 - Wirt County Schools will purchase Compass Learning consultation days to provide teachers up to date skills.
- 08 - Wirt County Schools will provide in-house technology staff development during ISE days throughout the school year.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To use the telecommunications network for training teachers and administrators to improve the use of 21st century tools and digital resources

Persons Responsible

Target Audience
Teachers/administrators

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

Plan Section Technology

Associated Goals/Objectives None

Associated High Yield Strategies None

Action Step Wirt County Schools will provide in-house technology staff development during ISE days throughout the school year.

Projected Begin Date June 1, 2007	Projected End Date June 1, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose

Persons Responsible

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 **Associated High Yield Strategies** None

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

01 - Collaborate with RESA V to ensure that all computer equipment is maintained and repaired in a timely manner.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide a stable and robust 21st century learning environment

Persons Responsible

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

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology ,Increase Edline use by Parents **Associated High Yield Strategies** None

Action Step -TECH-Continue to offer adult basic computer education classes as needed.

Projected Begin Date July 1, 2006	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To increase community access to computer technology.

Persons Responsible
Dan Metz

Federal Compliances
Technology 09-Adult Literacy

Plan Section Technology

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

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

01 - Continue to offer adult basic computer education classes as needed.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide 21st century skills for adults/community

Persons Responsible

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	6,000.00	4,620.00	1,380.00
	Data Lines	9,120.00	7,022.00	2,098.00

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	3,000.00	2,310.00	690.00
Paging	0.00	0.00	0.00
Voice	3,984.00	3,068.00	916.00
WAN	0.00	0.00	0.00
Web Hosting	0.00	0.00	0.00
E-rate Totals	22,104.00	17,020.00	5,084.00

TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	0.00	0.00	0.00
		Cellular	6,000.00	4,620.00	1,380.00
		Data Lines	9,120.00	7,022.40	2,097.60
		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	3,000.00	2,310.00	690.00
		Paging	0.00	0.00	0.00
		Voice	3,984.00	3,067.68	916.32
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	22,104.00	17,020.08	5,083.92

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

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	0.00	0.00	0.00
		Data Lines	10,110.00	8,088.00	2,022.00
		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	3,000.00	2,400.00	600.00
		Paging	0.00	0.00	0.00
		Voice	15,600.00	12,480.00	3,120.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	28,710.00	22,968.00	5,742.00

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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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?

06/10/2001

3. When was the public meeting held for CIPA Compliance?	08/30/2001		
4. Provide the URL to your acceptable use policy.	wirt.k12.wv.us		
		Other Schools Buildings Total	
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	2	0	2
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?	1	0	1
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

Wirt County Schools will provide the necessary assistance to individuals and groups in the target audience in the following ways:

Continued Staff Development in the targeted areas.

Budget monies will flow to the targeted areas.

Process Monitoring

Wirt County Schools will have ongoing practices in place to assist those who are implementing and sustaining the identified Action Steps.

Strategic Planning committee members will meet once a month to review progress on the action steps and plan adjustment.

Evaluation Process

Wirt County Schools will examine and judge the action steps during monthly meetings to review progress on the Strategic Plan. Principals will also meet to examine their school plans.