FIVE-YEAR STRATEGIC PLAN
2005-2010

Annual Update 2007

E-rate Funding Year 2008–2009

WYOMING COUNTY SCHOOLS WYOMING COUNTY BOARD OF EDUCATION

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"Good plans shape good decisions.
That's why good planning helps to make elusive dreams come true."
Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Superintendent	Frank Blackwell
	Assistant Superintendent, Secondary	Frank Mann
	Assistant Superintendent, Elementary	James McGrady
	Administrator of Curriculum and Instruction	Judy Bledsoe
	Administrator of Special Services	Katie Stump
	Director of Guidance and Counseling	John Nolley
	Business Manager	Kim Cook
	Attendance Director	Sharon Norman
	Secondary Principal	Deborah Marsh
	Middle Principal	Deirdre Cline
	Elementary Principal	Phyllis Repass
Business & Community	Labor	Gary Houck
	Community	Carla Campbell
	Business	Robert Toler
	Business	Dr. Joy Kissel
	Business	Jason Mullins
Federal Programs	Director of Title I	Joseph Stewart
Other	Board of Education President	Mike Davis
	Curriculum Specialist	Loretta Rose
	Curriculum Specialist	Peggy Baldwin
	Higher Education	Michael Redd
	Economic Development	Richard Browning
	Special Education	Kitty Francis
Parents	Parent	Gina Leong
	Parent	Cindy Pertee
	Parent	Jody Cook
	Parent	Pam Bishop
	Parent	Karen Riffe
	Parent	Christy Mullens
Service Personnel	Food Services	Wilda Powell
Students	Secondary Student	Jeffrey L. Growe
	Middle Student	Katelyn P. Osborne
	Middle Student	Jonathan L. Tilley
	Secondary Student	
	Secondary Student	
Teachers	Secondary	Benny Mills
	Secondary	Camy Crouse
	Middle	Tammie Cook
	Elementary	JoAnn Cooper
	Counselor	Linda Phillips
	Special Education	Donna Bradford
	Special Vocational Resource	Sheila Mann
Technology Committee	County Technology Personnel	Danny Lusk
	Technology Teacher	Kelly Boggs

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

SCHOOL SYSTEM MISSION STATEMENT

The mission of the Wyoming County Board of Education, in partnership with families and the community, is to educate all students to high academic standards within a safe, stimulating environment and develop lifelong learners who value themselves and others, contribute to their community, and succeed in a changing world.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All students deserve equal access to a high quality education.
2. Education is a shared responsibility - achievement requires the commitment and participation of staff, students, family, and community.
3. All individuals can learn at different times, in different ways, and at different rates.
4. High expectations for success must be the norm - failure only occurs when one stops trying.
5. A safe and comfortable environment fosters good teaching, learning, and achievement.
6. A pre-kindergarten through grade twelve continuum of instructional and support services, as well as a variety of extracurricular activities, nurtures each child to reach his/her full potential.
7. Individuals and organizations are accountable for their behaviors and actions.
8. Students require discipline and direction in order to be successful learners.
9. Diversity of individuals, ideas, talents, and learning styles should be embraced.
10. Lifelong learning improves the quality of life.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
Local Levy/Bond Money	10,000.00
Rural and Low Income Schools	154,197.00
Step 7	214,891.00
Technology E-rate	101,243.03
Technology E-rate County Match	23,748.37
Technology Local Share	16,890.00
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	59,493.00
TFS/Elementary Technology	55,260.00
TFS/Secondary Technology	68,296.00
Title I	1,863,422.00
Title II	446,826.00
Title IV Safe and Drug Free Carryover Budget	5,584.00
Title IV Safe and Drug Free Schools	33,066.05
Title V	57,269.00
Total	**$ 3,110,185.45**

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

Wyoming County has experienced a highly significant decline in student population over the past 48 years (11,816 to 4,123 students). Student enrollment has decreased from 6,903 students in the 1990-91 school year to 4,123 in the 2006-2007 school year. The drastic loss of students has resulted in reducing the number of schools from 28 in 1990-91 to 14 in 2002-03. The Comprehensive Educational Facilities Plan does not call for additional closures. The 2005-06 enrollment did show an enrollment increase of 27 students over 2004-05. Preliminary figures for 2007-2008 show a slight increase in student enrollment.

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

Wyoming County showed a population of 25,708 in the 2000 census. The county has suffered a loss of 10,000 persons since 1980, and is projected to lose 12.7 percent of its population through 2030. The minority student population of Wyoming County is 1.9 percent, less than one third of the state rate. The greatest loss of population is occurring in the under 18 age group. If this trend continues, it may force consideration of additional school consolidation within the county, since the school system's student enrollment for 2006-2007 showed a decrease. Preliminary enrollment figures for 2007-2008 show a slight increase in student population.

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

The percent of children in Wyoming County living in poverty is 21.6 percent, with 60.20 percent of children within the county approved for free or reduced price school meals. This latter rate significantly exceeds the state rate.

The median household income for a Wyoming County family is $25,497 which is nearly $7,500 below the state average. Approximately one third of Wyoming County families have two income earners, and only 26 percent of working age women are employed, well below the 57 percent nationally. Although the county's school district shows two thirds of its professional staff holding post-graduate status beyond a master's degree, 47 percent of the adults over the age of 25 do not have a high school diploma. Since most economic analysts contend that education is the key to economic development, a great need exists within Wyoming County for post secondary education for its citizens.

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

Wyoming County suffered a loss of higher paying jobs of one percent during the 1990s although increasing lower paying jobs by 13 percent. Twenty-seven hundred jobs in the mining industry have been lost since 1980, resulting in a loss of $500 million dollars in revenue to the county. The 2005 unemployment rate of 5.4 percent exceeded the state average of 5.0 percent. Financial difficulties place everyone, particularly children, at risk.

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

Twenty-two percent of Wyoming County children live in single parent homes (2.5 percent below state average), according to the most recent Kids Count Report. This report lists the child abuse/neglect rate for Wyoming County at 68 per 1000 children, or three times the state rate of 24 per 1,000 children. The abuse/neglect figures for 2004 reflect a slight increase over 2003 reported information. It appears that student interventions and parent education are certainly needed in Wyoming County.

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 a significant factor for Wyoming County students with both a low median family income and high rates of eligibility for free and reduced meals. Although 13 percent of housing in Wyoming County is classified as substandard, only four cases of homeless children have been identified. Although juvenile delinquency rates for the county have risen slightly over a 5-year period, the 2002 reported rate of 14.2 per 1000 youths is less than one third the rate of 46 for West Virginia. Tobacco and alcohol have been the greatest identified area of concern for Wyoming County youth since the initial Pride Survey of 1991 through the 2005 survey. Thirty-eight percent of Wyoming County twelfth graders report beer use, compared to 57 percent nationally. Both substances are culturally accepted in Wyoming County with 36 percent of the adult population using tobacco, ranking Wyoming County second in the state in usage. Illegal drug use has not been as greatly abused in Wyoming County. Marijuana is the most used illegal drug in the county. Twenty-seven percent of twelfth graders reported marijuana use compared to 35 percent nationally. The PRIDE Survey will be admininstered again in the fall of 2007.

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

Students in Wyoming County have been afforded positive interaction with technology through internet access, online courses, distance learning opportunities, interactive classrooms, career and technical training, and innovative teaching techniques. Time spent utilizing technology outside the school environment may be playing video games, chatting, and surfing. More students now have access to handheld devices, including cell phones and ipods, that allow instant communication with friends and family. The implications of these activities may be positive or negative depending upon the application.

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

In general, students involved in extra-curricular activities, such as clubs and athletics, have been positively affected by being involved as evidenced by attendance and grades. These following indicators may adversely impact student achievement, attendance, and graduation: minimum wage jobs, working too many hours per week, insufficient sleep, unlimited automobile access, school/community disengagement, easy senior schedule, sexual promiscuity, drug/alcohol abuse, and lack of parent/guardian guidance and supervision.

PRIORITIES

1. Increase the percentage of Wyoming County citizens holding High School Diplomas.

2. Apply innovative technology throughout the curriculum to equip students with 21st Century skills.

3. Increase academic support and intervention for students from families that are economically disadvantaged.

B. STUDENT ACHIEVEMENT DATA
ANALYSIS

No Child Left Behind School Reports

In 2003, West Virginia provided the initial No Child Left Behind (NCLB) School Reports Determination for Schools and School Districts Making AYP for the purpose of compliance with NCLB requirements. Compliance reports were provided for three elementary schools, eight middle schools, and two high schools, and the school district for 2003, 2004, 2005, 2006, and 2007.

The 2007 NCLB Report showed that 12 of the 13 eligible-for-accountability schools made Adequate Yearly Progress (AYP) for the purpose of compliance with NCLB requirements. Westside High School showed a 78.8% graduation rate which needs improvement. Wyoming County maintained a 79% mastery in mathematics, and increased from 82% proficiency in reading/language arts to 84% in 2007.

The Wyoming County School district was one of three school districts in West Virginia to make AYP in 2007.

WESTEST Confidential Summary Report

The mean percentage of students making mastery level and above on the WESTEST 2007 is as follows:

- 79% proficiency in mathematics in 2007 as in 2006
- 84% proficiency in reading/language arts in 2007 as compared to 82% in 2006
- 86% proficiency in science in 2007 as compared to 84% in 2006
- 78% proficiency in social studies in 2007 as compared to 76% in 2006

WESTEST Confidential Item Analysis Summary

Wyoming County student achievement data analysis for WESTEST 2007 indicated a weakness in mathematics at grade five in the all students subgroup and also a weakness in science at grade 10 in the all students subgroup. Students with disabilities in grade three showed weaknesses in mathematics, reading/language arts, science, and social studies. Students with disabilities in grade five showed a weakness in reading/language arts. Students with disabilities in grade ten showed weaknesses in mathematics and science. Economically disadvantaged students showed weaknesses in mathematics (grades 4, 5, 8, and 10); reading/language arts (grades 3, 4, 5, 6, and 10); science (grades 3, 4, 8, and 10); and social studies (grades 3, 4, 5, 6, and 8).

WESTEST Confidential Roster Report

In 2007, 2061 students in grades 3-8 and 10 took the WESTEST, with 21 students participating in the Alternative Assessment. These numbers provided a 99.5% participation rate among Wyoming County students.

Of the 2061 students taking the WESTEST, 98% were white, with only 38 students reporting an ethnic/racial background other than white, with the largest subgroup being black (29). No single ethnic/racial subgroup had sufficient numbers to hold any school accountable.

Students with disabilities scored 39% proficiency in mathematics in 2007 as

compared to 34% in 2006, and scored 43% proficiency in reading/language arts in 2007 as compared to 38% in 2006.

All schools had a sufficiently high number of low SES student populations to be held accountable for AYP in this subgroup and all 13 schools met AYP within the low SES subgroup. Low SES students in Wyoming County scored a slight increase in mathematics proficiency increasing from 74% in 2006 to 75% in 2007, and scored a 2% increase in reading/language arts from 77% proficiency to 79%.

WV Writing Assessment

The 2007 Writing Assessment results for Wyoming County are as follows:
- Fourth graders scored at or above 70% mastery which was the state average
- Seventh graders scored 87% proficiency as compared to 76% for the state
- Tenth graders scored 84% as compared to the state average of 87% proficiency

SAT/ACT Results

Scores for a five-year period on the ACT for Wyoming County students has shown an increase of nearly a full point to 20.2, with scores being nearly at the state average of 20.6. Though Wyoming County students scored lower than the state students in English, reading, and science, county scores in mathematics increased more than a point and placed Wyoming County students ahead of the state students for the first time. Wyoming County still remains one point behind the National composite score of 21.2.

ACT Explore - Grade 8 Middle School

In 2007 Wyoming County's eighth graders scored exactly the same on the national average of 14.9. Wyoming County students scored ahead of the national sampling in English and science, on the national average in reading, and below the national level in mathematics. The county composite in 2007 was identical to 2006.

ACT Plan - Grade 10 High School

In 2007 Wyoming County's tenth graders scored below the national norm group by nearly a full point at 16.6 compared to 17.5. Wyoming County's tenth graders scored below the national average in all four content areas with the largest gap occurring in science and the most favorable comparison occurring in English.

AP Testing Report/AP Rate

Though sixty students at Westside High School were enrolled in AP classes in 2007 in Calculus, Biology, and Physics, only 37 students elected to take AP exams with only four reported scores of three or higher. Many students taking AP classes chose the dual credit option.

End of Course Testing Report for Career and Technical Education

Students at the Wyoming County Career and Technical Center posted a 90.32% rate of students meeting state mandated standards or higher than the End of Course Exams. This was nearly a 6% increase from 2005-2006, and placed Wyoming County in the top 5 in End of Course scoring among state schools.

Informal Reading Assessment

West Virginia Informal Reading Assessment (WVIRA) enables teachers to assess each child's performance and guide instruction. Periodic progress is measured for specific reading skills as identified by current reading research for the dimensions of reading. Teachers utilize student assessment information to make informed instructional decisions in K-3 classrooms.

Pineville Elementary School participated in the Response to Intervention project in 2006-2007. This school will continue with the project in 2007-2008. At specified intervals, teachers administer benchmark assessments as prescribed by the DIBELS program. Students receive phonemic awareness, phonics, and fluency intervention instruction according to assessment results. Harcourt Reading First Assessments were admininstered to all kindergarten, first, and second grade students in May, 2007. Test results for Pineville Elementary School indicate weaknesses in phonemic awareness (kindergarten), phonics (grade one and grade two), vocabulary development (kindergarten, grade one, and grade two), reading fluency (kindergarten, grade one, and grade two), and reading comprehension strategies (kindergarten, grade one, and grade two). Test results show that phonemic awareness is a definite strength in grades one and two at Pineville Elementary School.

Informal Math Assessment

West Virginia Informal Math Assessment (IMA) enables teachers to periodically check for understanding and mastery of content standards and objectives. Particular attention is given to the development of mathematical concepts through materials manipulation and a "hands-on approach" during carefully selected lessons. Teachers assess as often as needed to allow students to build math skills in all five standard areas. The IMA is currently in use in all K-3 classrooms.

Formative and Benchmark Assessments

Mathematics and Reading/Language Arts Benchmark Tests were administered in January and February, 2007 for grades 5-10.

An analysis of the Mathematics Benchmark calculator multiple choice tests in grades 5-8 indicate that students in fifth grade scored lowest (46%) while the sixth grade scored the highest overall (59%). The seventh and eighth grade students scored the same percent (54%). The results at all grade levels on the no calculator section indicate that students need more constructed response practice because they demonstrated a weakness in writing all steps or procedures. The greatest weakness in all grade levels is fraction computation. Whole number computation was the greatest strength.

The secondary students were administered tests in both the full block and split block mathematics classes. Applied Math I had the lowest overall (56%) and Algebra I had the highest overall score (73%) in the split block classes. In the full block classes, the lowest class score was Applied Geometry (54%) and the highest class score was Algebra I (79%). Many students either did not attempt or did poorly on the constructed response items although there was some improvement from last year.

An analysis of the English Benchmark multiple choice tests in grades 5-8 indicate that students continue to have problems with writing, including pre-writing, drafting, and editing. Students also had difficulties with capitalization and punctuation rules. <:namespace prefix = st1 />Wyoming County scores were: fifth grade – 71%; sixth grade – 69%; seventh grade – 66%; and, eighth grade – 60%.

On the Reading Benchmark multiple choice tests in grades 6-8, students had difficulty with genre, figurative language, elements of literature, and theme/details. Wyoming County reading scores were: sixth grade – 69%; seventh grade – 69%; and, eighth grade – 61%.

The 9th grade RLA students had difficulty with locating information in text and writing complete and varied sentences. Tenth grade students had difficulty with literary devices, author's style and purpose, context clues, and subject/verb agreement. The overall score for the 9th grade was 74% and for the 10th grade 60%.

Improvement was noted from last year on the constructed response portion of all tests.

Teachers utilize the data from the Benchmark Tests to ensure correct implementation of county-required Mapping/Pacing Guides for their subject area (s).

Stanford Reading First Assessments were administered to all kindergarten, first grade, and second grade students in May, 2007. Kindergarten students completed the Form A/SESAT 1 with fall-normed results reported. The Reading First Assessment for kindergarten resulted in 52% student performance at grade level (337 students tested). Further analysis for kindergarten revealed the following: 69% student performance at grade level in the Phonemic Awareness category, 86% student performance at grade level in the Phonics category, 67% student performance at grade

level in the Vocabulary Development category, 65% student performance at grade level in the Reading Fluency category, and 48% student performance at grade level in the Reading Comprehension Strategies category. First grade students completed the Stanford Reading First – Form A/Primary 1 with spring-normed results reported. The Reading First Assessment for first grade resulted in 67% student performance at grade level (313 students tested). Further analysis for first grade revealed the following: 93% student performance at grade level in the Phonemic Awareness category, 51% student performance at grade level in the Phonics category, 79% student performance at grade level in the Vocabulary Development category, 68% student performance at grade level in the Reading Fluency category, and 78% student performance at grade level in the Reading Comprehension Strategies category. Second grade students completed the Stanford Reading First – Form A/Primary 2 with spring-normed results reported. The Reading First Assessment for second grade resulted in 57% student performance at grade level (296 students tested). Further analysis for second grade revealed the following: 92% student performance at grade level in the Phonemic Awareness category, 50% student performance at grade level in the Phonics category, 72% student performance at grade level in the Vocabulary Development category, 58% student performance at grade level in the Reading Fluency category, and 52% student performance at grade level in the Reading Comprehension Strategies category. Overall test results indicate a need for substantial student intervention in reading instruction at grade one in Phonemic Awareness, Vocabulary Development, Reading Fluency, and Reading Comprehension Strategies. Substantial student intervention in reading instruction is also needed in grades two and three in Phonics, Vocabulary Development, Reading Fluency, and Reading Comprehension Strategies.

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

Any student enrolling in the Wyoming County School District for the first time is questioned about his/her native language. If the student has a language other than English, the school contacts the Title III Director to schedule administration of the Woodcock-Munoz to determine the student's fluency level.

Students at Level 1—Negligible will be eligible for services from the LEP liaison instructor up to 4 times per week.

Students at Level 2—Very limited will be eligible for services from the LEP liaison instructor up to 3 times per week.

Students at Level 3—Limited will be eligible for services from the LEP liaison instructor up to 2 times per week.

Students at Level 4—Average will be eligible for services from the LEP liaison instructor 1 time per week.

The LEP liaison instructor providing services will consult with classroom teachers regarding sheltering of instruction in regular classrooms.

As WESTELL or WESTEST scores become available, the Levels will be revised for each student.

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

One student participated in the 2007 WESTELL. The student scored at Level 2 (very limited).

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

One student participated in the 2007 WESTEST. The percent of total students participating was negligible.

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

The one 6th grade student scored at partial mastery on all subtests on the WESTEST. This is below the 50th percentile.

PRIORITIES

1. Increase academic achievement in math for all students, especially students with disabilities.

2. Increase academic achievement in reading/language arts for all students, especially students with disabilities.

3. Further implement a continuous improvement process to increase academic achievement in math for students with disabilities.

4. Further implement a continuous improvement process to increase academic achievement in reading/language arts for students with disabilities.

5. Increase student achievement in writing with emphasis on sentence structure and editing strategies.

6. Decrease the number of academic at-risk students in core subject areas at all grade levels.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

For the school year 2006-2007, Wyoming County maintained a 96.35 percent attendance rate. This is a slight increase compared to the attendance rate of 96.1 percent in the school year 2005-2006. There is no significant difference in attendance rates among subgroups with all subgroups maintaining a high level of attendance of 95 percent or better.

Discipline Referral Report

During the 2006-2007 school term, the Wyoming County schools reported 230 out-of-school suspensions, sixteen in-school suspensions, two expulsions, and four placements in alternative educational settings. These violations are essentially the same in number as the violations reported in 2005-2006.

As in years past, nearly four of five violations involved fighting, or other acts of violence such as harassment/bullying. The next largest category of violations involved tobacco use, resulting in thirty-three suspensions. While no firearm violations were reported in 2006-2007, possession of knives resulted in eight out-of-school suspensions and one expulsion. Two incidents involving alcohol resulted in suspensions, and two incidents involving illegal drug use were reported, with one incident resulting in an expulsion.

Dropout Rates/Graduation Rates (by subgroup if available)

For the school year 2006-2007, Wyoming County's graduation rate was 80 percent. This is a 3.4 percent decrease compared to the graduation rate of 83.4 percent for the school year 2005-2006. However, Special Education's 2006-2007 graduation rate of 71.43 increased 5.2 percent compared to 2005-2006's graduation rate of 66.2 percent.

In June 2007, Wyoming County's dropout rate was 5.0 percent. This is an increase of 1.3 percent compared to June 2006's rate of 3.7 percent. The 2006-2007 dropout rate will change if any of the dropouts return to school for the 2007-2008 academic year or pass the GED before September 30, 2007.

College Enrollment Rate

In 2005 Wyoming County had a college going rate of 50.4%, an increase over the 2003 rate of 48% but still well below the state average of 59.3% and the mandated rate of 55%.

In 2004, Wyoming County had a college going rate of 45.1 percent, well below the state average of 60.6 percent.

In 2003, Wyoming County had a college going rate of 48 percent. Although the college going rate has improved over the past five years, it still falls well below the state mandated rate of 55 percent.

College Developmental Course Rate

Forty-four percent of Wyoming County college-bound students in 2003 required developmental courses. The fall 2003 report for Performance of High School Students Enrolled in Public Colleges and Universities indicated that 35% of Wyoming County high school graduates enrolled in developmental math classes and 26% enrolled in developmental English classes.

PRIDE Survey

The PRIDE Survey, an anonymous student survey, was administered to Wyoming County students to determine use and attitudes toward alcohol, tobacco, drugs, and violence. In 2006-2007, the PRIDE Survey was administered to approximately 50% of the 8th and 11th grade students who returned parental permission to participate in the survey. With only a 50% participation rate, caution should be exercised in the interpretation of the survey.

The students completing the survey report that within a 30-day period, 22% used tobacco, 20% alcohol, and 8% marijuana. Of students reporting use, less than 2% report use at school, with the greatest percent of use reported at a friend's home, and the second greatest reported use occurring in the students' homes.

Nearly 90% of the students reported a perceived risk of tobacco or marijuana use, with nearly 80% reporting a perceived risk of alcohol. Nearly 90% of the students report that their parents disapprove of the use of tobacco, alcohol, or marijuana, and a majority of students report that their friends disapprove also. The average age of initial use of tobacco is twelve among users, and thirteen is the first reported age of use for alcohol and marijuana.

Among all students surveyed, 38.7% report threatening a fellow student, and 24.2% report being in trouble with police, with 13.4% report participation in a gang.

Results of Nationally Recognized Physical Fitness Test

Wyoming County students in grades 4-8 and 10 participated in the statewide Fitnessgram program for 2006-2007. For aerobic capacity, 69.53% of students tested were in the zone; for body composition, 66.43% of students tested were in the zone; for curl up, 86.46% of students tested were in the zone; for upper body strength, 75.73% of students tested were in the zone; for flexibility, 89.86% of students tested were in the zone; and for trunk lift, 93.02% of students tested were in the zone. Wyoming County students will improve in each category at each grade level. Training sessions were provided for designated teachers during the 2005-2006 school term and again during the 2006-2007 school term. The county will continue to provide sustained professional development sessions to improve student performance.

No county data is available for 2005-2006 school term. All schools will assess students per state requirements during the 2006-2007 school term.

President's Physical Fitness Test Data for Wyoming County Schools indicates that ten (10) schools met the 40% or better "national" level for the 2004-2005 school term. Three (3) schools fell significantly below the national mark for physical fitness. One of those schools showed a six percent (6%) increase from the previous year.

Youth Risk Behavior Survey

The Wyoming County Schools did not administer the Pride Survey in 2007 and instead is utilizing the 2005 Youth Risk Behavior Survey to guide its prevention efforts.

Of the West Virginia tenth grade students surveyed, 77.7% reported not carrying a weapon during the previous thirty days, 74.7% reported not smoking cigarettes during the previous thirty days, 58.5% reported not drinking alcohol during the previous thirty days, 80.4% reported not using marijuana during the previous thirty days, and 91.2% reported not attempting suicide during the previous twelve months.

While tobacco use declined, only 22.1% of surveyed students reported eating five fruits and vegetables a day and only

63.7% reported participation in vigorous physical activity three or more days during the previous seven days.
CIMP Self Assessment

Wyoming County Schools Continuous Improvement Monitoring Team identified one area of non-compliance within the file review. Prior Written Notice was not sent home 100% of the time during the SAT process. In January, 2007 Wyoming County Schools retrained principals, counselors, SAT leaders, and special education teachers in the practice of Prior Written Notice. Additional directions will be provided during the September Principal's meeting.

Special Education Least Restrictive Environment (LRE) for the 2004-2005 was 18%, the LRE for 2005-2006 was 8.8%. Students with disabilities need to be included with their regular education peers to the maximum extent possible. Training teachers to alter methods of instruction such as co-teaching/collaboration will enable students to receive instruction in the regular environment, thus decreasing the Special Education LRE rate for Wyoming County.

LRE updates will be provided to Special Education Directors on September 17-18, 2007.

Special Education Data Profiles

Wyoming County Schools hosted Marilyn Friend to train teachers and principals on co-teaching. Pineville Elementary School has initiated a co-teaching approach across the board for all grades in reading. The Special Services Department will monitor the success rate for special education students involved in co-teaching and will support other schools as they endeavor to increase regular classroom involvement.

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

Wyoming County has only one identifiedLEP student (less than one percent) enrolled as of September, 2007.

LEP - What are the major language groups?

The identified LEP student speaks Tagalog.

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

Wyoming County has only one immigrant student in the total school population of 4,144 (first week enrollment for 2007-2008).

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

Wyoming County has no migrant students enrolled as of September, 2007.

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

One school out of thirteen (approximately 8%) serves the identified LEP student as of September, 2007.

PRIORITIES

1. Increase the percent of students enrolling in college

2. Decrease the percent of students needing to enroll in college developmental classes

3. Increase the graduation rate for special education students

4. Reduce the percent of students using drugs, alcohol, and tobacco and reduce the number of incidents of student violence, such as fighting, harassment, and bullying

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Wyoming County School District and all schools in Wyoming County, except Westside High School, met the Adequate Yearly Progress (AYP) requirements for the 2006-2007 school term. Westside High School met all AYP requirements except the graduation rate. Westside High School's graduation rate for 2006-2007 was 78.8%. The state requirement is 80%. County and School Support Teams have developed corrective action steps to meet or exceed the required 80% graduation rate at Westside High School for the 2007-2008 school term.
Monitoring Reports (Special Education and NCLB)

West Virginia Department of Education, Office of Assessment and Accountability (OAA) has reviewed documentation submitted by Wyoming County Schools regarding corrective activities outlined in the April 17, 2006 compliance monitoring report. Wyoming County has met the requirements and no further

corrective activities are required. The OAA reported "Wyoming County exceeded the target of 1% decrease and was able to reduce the number of students in separate class placements by 13.73%."

In April of 2007 the Office of Assessment and Accountability conducted a Consolidated Federal Monitoring in Wyoming County. Indicator 2.2 (Highly Qualified) of the on-site document was the only finding for Wyoming County. NCLB SEC. 1119(a)(1) states that beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified. According to state department data provided for FY 2005-2006, Wyoming County had 92.7% Highly Qualified teachers in core academic subjects. This represents 0.2% more than the state average. Understanding that NCLB SEC. 1119(a)(1) requires that 100% of the teachers will be Highly Qualified, Wyoming County is prioritizing the intense focus for Highly Qualified teachers. The procedural update will address a more active recruitment as well as a more intensive training for teachers currently employed in the system.

In FY 2006-2007, Wyoming County Schools had only 16 teachers who were not highly qualified in core academic subjects. This reflects a decrease of six teachers from 2005-2006. Understanding that NCLB SEC. 1119(a)(1) requires that 100% of teachers will be highly qualified, Wyoming County Schools will give priority to meeting the highly qualified teacher requirement.

High Schools that Work Assessment Report

Wyoming County assessed 120 seniors in 2006 (60 from each high school). The assessment results revealed that 63 percent reached Southern Regional Education Board (SREB) performance goals in reading, 54 percent in mathematics, and 56 percent in science. Students enrolled in a technical course of study are also enrolled in a minimum number of English, mathematics, and science courses at the lower level end of the offerings. This is also a characteristic of many students not enrolled in technical education programs. A challenge for Wyoming County is to implement various teaching techniques and quality integrated learning activities that improve student achievement. Time is needed for Career and Technical Center teachers and high school teachers to collaborate, as well as common planning times for the different departments.

High Schools that Work Annual Report

Wyoming County reported a major accomplishment from the 2003-04 to the 2004-05 school year: increased attendance rate at Wyoming East High from 91.7% to 93.7%; Westside High from 93% to 93.9%; Career and Technical Center remained constant at 95%. The two high schools indicated that creating a supportive guidance system that involves students, parents, teachers, and counselors in encouraging students to complete challenging academic and career/technical courses is moving in a positive direction. Wyoming County reported the following challenges: overcoming schedule and time constraints at both high schools; making the senior year count; and improving perceptions and attitudes toward the Career and Technical Center.

Highly Qualified Personnel Report

The Wyoming County School System's goal is to have 100% of teachers teaching in core subjects highly qualified. All teaching positions are posted with the objective of hiring a qualified applicant. According to the West Virginia Department of Education data provided for FY 2005-2006, Wyoming County Schools had 92% highly qualified teachers in core academic subjects. In FY 2006-2007, Wyoming County Schools had only 16 teachers who were not highly qualified in core academic subjects. This reflects a decrease of six teachers from 2005-2006. Understanding that NCLB SEC. 1119(a)(1) requires that 100% of teachers will be highly qualified, Wyoming County Schools will give priority to meeting the highly qualified teacher requirement. The action steps listed below will be followed in an effort to comply.

1. Increase the recruitment efforts to hire highly qualified teachers for needed positions
2. Provide tuition reimbursed funds for teachers seeking to become highly qualified who fall within the Wyoming County Procedural Requirements for Tuition Reimbursement
3. Assure that principals develop and implement schedules that place

teachers in classes in which they are certified
4. Provide high quality staff development to 100% of teachers who are teaching core subjects
5. Wyoming County Schools' certification officer will track all teachers who are not fully certified and monitor their progress toward completing their requirements for full certification
6. Explore the offering of incentives for teachers to accept teaching assignments in which they are certified in needed core subject classes that have a high impacton student achievement

Digital Divide Report (Technology)

Wyoming County Schools is committed to providing all students with 21st Century tools. As of September 15, 2006, there are 2,125 total computers in Wyoming County classrooms and labs, 96% of which have operating systems of Windows 98 or above. Of these, 59% have Windows XP operating systems. All K-8 schools have two computer labs with the exception of one K-4 school which has only one lab, due to lack of space. Both Wyoming County high schools have three computer labs and Wyoming County Career & Technical Center has two computer labs. Each classroom in grades 7-12 has a minimum of three computers with Windows 98 and above. Each classroom in grades 4-6 has a minimum of two computers with Windows XP. Each kindergarten through grade 3 classroom has a minimum of two computers, one of which is Windows XP. All computers with operating systems Windows 98 and above have connectivity to the Internet.

PRIORITIES

1. Maintain highly qualified teachers.

2.

Self-monitor special education placements.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students in Wyoming County will achieve proficiency in mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	The percentage of proficient (mastery and above) aggregate students in grades 3-8 and 10 will increase by 3% each year (2006-2010) in mathematics.	Mathematics-Proficient	72.61	86.32
1.2	The percentage of disabilities students scoring below mastery in grades 3-8 and 10 will decrease by 10% each year (2006-2010) in mathematics.	Mathematics-SE	74.63	45.09
1.3	A prioritized and sequenced curriculum will be used by mathematics teachers in grades kindergarten to 12.	Mathematics-Prioritized	42.86	100.00
1.4	The Average ACT Score will increase 3% annually on the mathematics test (College Board benchmark of 22 on the ACT Math Test).	Mathematics-ACT	18.50	21.60

Goal 2: All students in Wyoming County will achieve proficiency in reading/language arts.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	The percentage of proficient (mastery and above) aggregate students in grades 3-8 and 10 will increase by at least 3% each year (2006-2010) in reading/language arts.	RLA-Proficient	79.33	91.47
2.2	The percentage of disabilities students scoring below mastery in grades 3-8 and 10 will decrease by 10% each year (2006-2010) in reading/language arts.	RLA-SE	67.48	42.17
2.3	The percentage of proficient aggregate students in grades 4, 7, and 10 will increase by 3% in the West Virginia Writing Assessment.	Writing Assessment	76.00	87.78
2.4	A prioritized and sequenced curriculum will be used by reading/language arts teachers in grades kindergarten to 12.	RLA-Prioritized	42.86	100.00
2.5	The Average ACT Score will increase 2% annually on the English test (College Board benchmark of 18 on the ACT English Test).	English-ACT	19.90	21.80

Goal 3: Wyoming County Schools will close the achievement gap by providing equity in quality for 21st Century learners.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	CURRICULUM—All Wyoming County students will be provided a rigorous curriculum that aligns with West Virginia and Wyoming County CSOs.	Curriculum	40.00	100.00
3.2	INSTRUCTION—All Wyoming County teachers and principals will utilize instructional design, delivery, assessment, and management that result in highly engaged students who master the essential curriculum.	Instruction	76.03	86.79
3.3	SCHOOL EFFECTIVENESS—All Wyoming County schools will utilize effective school research resulting in each school maintaining Adequate Yearly Progress (AYP) status.	School Effectiveness	90.00	100.00
3.4	STUDENT/PARENT SUPPORT—All Wyoming County schools will provide a support system for students and parents that results in improved student achievement.	Student/Parent Support	76.03	86.79
3.5	Wyoming County schools will reduce the number of violence and/or weapons incidents in or on school grounds at the middle and high school levels by 5% annually.	Weapons/Violence Violations	222.00	184.00
3.6	Wyoming County schools will reduce the number of alcohol, tobacco and/or drug policy violations on school grounds in the middle and high schools by 5% annually.	ATOD Violations	44.00	32.00
3.7	Wyoming County schools will reduce		39.00	36.00

		Baseline	5-year Target
	disciplinary infractions related to bullying/harassment by 2% annually. Bullying		
3.8	Wyoming County will increase the number of interventions through the Student Assistance Teams by 2% annually. Student Assistance Teams	0.00	9.00

Goal 4: Wyoming County students will use 21st Century tools to develop learning skills that support student mastery and beyond of content standards and objectives (CSOs), to enhance student learning, and to prepare students for higher education and the workplace.

	Objective	**Objective Short Name**	**Baseline**	**5-year Target**
4.1	All computers in Wyoming County Schools will run the Windows XP or later operating system.	Technology-Access	0.35	100.00

Goal 1: All students in Wyoming County will achieve proficiency in mathematics.

Objective 1.1 The percentage of proficient (mastery and above) aggregate students in grades 3-8 and 10 will increase by 3% each year (2006-2010) in mathematics.

As measured by:
WESTEST scores

Baseline Data			72.61
Targets		**Actual**	
2005-2006	74.79	**2005-2006**	78.91
2006-2007	81.28	**2006-2007**	79.00
2007-2008	81.37	**2007-2008**	N/A
2008-2009	83.81	**2008-2009**	N/A
2009-2010	86.32	**2009-2010**	N/A

Objective 1.2 The percentage of disabilities students scoring below mastery in grades 3-8 and 10 will decrease by 10% each year (2006-2010) in mathematics.

As measured by:
WESTEST scores

Baseline Data			74.63
Targets		**Actual**	
2005-2006	67.17	**2005-2006**	67.67
2006-2007	60.90	**2006-2007**	61.86
2007-2008	55.67	**2007-2008**	N/A
2008-2009	50.10	**2008-2009**	N/A
2009-2010	45.09	**2009-2010**	N/A

Objective 1.3 A prioritized and sequenced curriculum will be used by mathematics teachers in grades kindergarten to 12.

As measured by:
Teacher utilization of prioritized and sequenced curriculum

Baseline Data			42.86
Targets		**Actual**	
2005-2006	42.86	**2005-2006**	42.86
2006-2007	50.00	**2006-2007**	80.00
2007-2008	90.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 1.4 The Average ACT Score will increase 3% annually on the mathematics test (College Board benchmark of 22 on the ACT Math Test).

As measured by:
ACT Exam--Mathematics

Baseline Data			18.50
Targets		**Actual**	
2005-2006	19.06	**2005-2006**	18.70
2006-2007	19.26	**2006-2007**	19.80
2007-2008	20.40	**2007-2008**	N/A
2008-2009	21.00	**2008-2009**	N/A
2009-2010	21.60	**2009-2010**	N/A

Goal 2: All students in Wyoming County will achieve proficiency in reading/language arts.

Objective 2.1 The percentage of proficient (mastery and above) aggregate students in grades 3-8 and 10 will increase by at least 3% each year (2006-2010) in reading/language arts.

As measured by:
WESTEST scores

Baseline Data			79.33
Targets		**Actual**	
2005-2006	81.71	**2005-2006**	82.13
2006-2007	84.78	**2006-2007**	83.71
2007-2008	86.22	**2007-2008**	N/A
2008-2009	88.81	**2008-2009**	N/A
2009-2010	91.47	**2009-2010**	N/A

Objective 2.2 The percentage of disabilities students scoring below mastery in grades 3-8 and 10 will decrease by 10% each year (2006-2010) in reading/language arts.

As measured by:
WESTEST scores

Baseline Data			67.48
Targets		**Actual**	
2005-2006	60.73	**2005-2006**	64.16
2006-2007	57.74	**2006-2007**	57.86
2007-2008	52.07	**2007-2008**	N/A
2008-2009	46.86	**2008-2009**	N/A
2009-2010	42.17	**2009-2010**	N/A

Objective 2.3 The percentage of proficient aggregate students in grades 4, 7, and 10 will increase by 3% in the West Virginia Writing Assessment.

As measured by:
West Virginia Writing Assessment

Baseline Data			76.00
Targets		**Actual**	
2005-2006	78.28	**2005-2006**	74.92
2006-2007	77.17	**2006-2007**	80.33
2007-2008	82.74	**2007-2008**	N/A
2008-2009	85.22	**2008-2009**	N/A
2009-2010	87.78	**2009-2010**	N/A

Objective 2.4 A prioritized and sequenced curriculum will be used by reading/language arts teachers in grades kindergarten to 12.

As measured by:
Teacher utilization of prioritized and sequenced curriculum

Baseline Data			42.86
Targets		**Actual**	
2005-2006	42.86	**2005-2006**	42.86
2006-2007	50.00	**2006-2007**	80.00
2007-2008	90.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 2.5 The Average ACT Score will increase 2% annually on the English test (College Board benchmark of 18 on the ACT English Test).

As measured by:
ACT Exam--English

Baseline Data			19.90
Targets		**Actual**	
2005-2006	20.30	**2005-2006**	19.90
2006-2007	20.30	**2006-2007**	20.60
2007-2008	21.00	**2007-2008**	N/A
2008-2009	21.40	**2008-2009**	N/A
2009-2010	21.80	**2009-2010**	N/A

Goal 3: Wyoming County Schools will close the achievement gap by providing equity in quality for 21st Century learners.

Objective 3.1 CURRICULUM—All Wyoming County students will be provided a rigorous curriculum that aligns with West Virginia and Wyoming County CSOs.

As measured by:
Document utilization by all principals and teachers

Baseline Data 40.00

Targets		Actual	
2005-2006	40.00	**2005-2006**	100.00
2006-2007	100.00	**2006-2007**	100.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 3.2 INSTRUCTION—All Wyoming County teachers and principals will utilize instructional design, delivery, assessment, and management that result in highly engaged students who master the essential curriculum.

As measured by:
WESTEST aggregate scores for grades 3-8 and 10 in mathematics, reading/language arts, and
science and for grades 3-8 in mathematics, reading/language arts, science, and social studies
will increase annually by 2%

Baseline Data 76.03

Targets		Actual	
2005-2006	77.55	**2005-2006**	80.58
2006-2007	82.19	**2006-2007**	81.78
2007-2008	83.42	**2007-2008**	N/A
2008-2009	85.09	**2008-2009**	N/A
2009-2010	86.79	**2009-2010**	N/A

Objective 3.3 SCHOOL EFFECTIVENESS—All Wyoming County schools will utilize effective school research resulting in each school maintaining Adequate Yearly Progress (AYP) status.

As measured by:
County and school monitoring reports and checklists

Baseline Data 90.00

Targets		Actual	
2005-2006	90.00	**2005-2006**	100.00
2006-2007	100.00	**2006-2007**	92.00
2007-2008	100.00	**2007-2008**	N/A
2008-2009	100.00	**2008-2009**	N/A
2009-2010	100.00	**2009-2010**	N/A

Objective 3.4 STUDENT/PARENT SUPPORT—All Wyoming County schools will provide a support system for students and parents that results in improved student achievement.

As measured by:
WESTEST aggregate scores for grades 3-8 and 10 in mathematics, reading/language arts, and
science and for grades 3-8 in mathematics, reading/language arts, science, and social studies
will increase annually by 2%

Baseline Data 76.03

Targets		Actual	
2005-2006	77.55	**2005-2006**	80.58
2006-2007	82.19	**2006-2007**	81.78
2007-2008	83.42	**2007-2008**	N/A
2008-2009	85.09	**2008-2009**	N/A
2009-2010	86.79	**2009-2010**	N/A

Objective 3.5 Wyoming County schools will reduce the number of violence and/or weapons incidents in or on school grounds at the middle and high school levels by 5% annually.

As measured by:
WVEIS

Baseline Data 222.00

Targets		Actual	
2005-2006	222.00	**2005-2006**	222.00
2006-2007	211.00	**2006-2007**	215.00
2007-2008	204.00	**2007-2008**	N/A
2008-2009	194.00	**2008-2009**	N/A
2009-2010	184.00	**2009-2010**	N/A

Objective 3.6 Wyoming County schools will reduce the number of alcohol, tobacco and/or drug policy violations on school grounds in the middle and high schools by 5% annually.

As measured by:
WVEIS

Baseline Data 44.00

	Targets		Actual	
2005-2006	44.00	**2005-2006**	44.00
2006-2007	42.00	**2006-2007**	38.00
2007-2008	36.00	**2007-2008**	N/A
2008-2009	34.00	**2008-2009**	N/A
2009-2010	32.00	**2009-2010**	N/A

Objective 3.7 Wyoming County schools will reduce disciplinary infractions related to bullying/harassment by 2% annually.

As measured by:
WVEIS

Baseline Data   39.00

	Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	39.00
2007-2008	38.00	**2007-2008**	N/A
2008-2009	37.00	**2008-2009**	N/A
2009-2010	36.00	**2009-2010**	N/A

Objective 3.8 Wyoming County will increase the number of interventions through the Student Assistance Teams by 2% annually.

As measured by:
Documents pertaining to SAT meetings and/or interventions

Baseline Data   0.00

	Targets		Actual	
2005-2006	0.00	**2005-2006**	0.00
2006-2007	0.00	**2006-2007**	8.48
2007-2008	8.65	**2007-2008**	N/A
2008-2009	8.82	**2008-2009**	N/A
2009-2010	9.00	**2009-2010**	N/A

Goal 4: Wyoming County students will use 21st Century tools to develop learning skills that support student mastery and beyond of content standards and objectives (CSOs), to enhance student learning, and to prepare students for higher education and the workplace.

Objective 4.1 All computers in Wyoming County Schools will run the Windows XP or later operating system.

As measured by:
Digital Divide Survey

Baseline Data 0.35

Targets		Actual	
2005-2006	0.50	**2005-2006**	59.15
2006-2007	70.00	**2006-2007**	64.74
2007-2008	80.00	**2007-2008**	N/A
2008-2009	90.00	**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
Adjustment of Instructional Time	Title I Compliance The 1994 report of the National Education Commission on Time and Learning, Prisoners *of Time,* is still considered to be among the most authoritative studies of its kind. Examining the relationship between time and learning in the nation's schools, the commission concluded that time is the missing element in our great school debate about learning and the higher standards for all students. Schools are "captives of the clock and calendar". The Commission's analysis of how time is currently used in American schools makes one thing clear. Even with the confines of a 180 day school year, reclaiming the academic day will increase the amount of instructional time. It is recommended that the existing school day be devoted to instructional time in core academic areas. National Education Commission on Time and Learning, *Prisoners of Time: Report of the National Educational Commission on Time and Learning,* April 1994. According to Hall, three things can be altered to increase student achievement: (1) instructional delivery;(2) instructional materials, programs and strategies; (3) increased time. (Hall 2006) 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. Prisoners of Time: Report of the National Education Commission on Time and Learning, April 1994. 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.) Hall, 2006 and Vaughn, 2000.

Time and Resources to Support School-Based Learning Communities	Title I Compliance 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) In *What Works in Schools* (pp. 35-48; 165-171), Robert Marzano states that "monitoring refers to feedback" which becomes an essential component of any effective instructional model for content delivery. Monitoring alone will not improve student achievement. Identifying and implementing appropriate interventions at the right time, in the right place, and for the right students becomes the key question of the day. In addition, assurances must be in place that students are being monitored frequently and that interventions are practiced in a timely and efficient manner. Marzano, Robert J. (2003). *What Works in Schools.* Alexandria, VA. Association for Supervision and Curriculum Development.
Effective Transition Pre K to Post Secondary	Title I 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).
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 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.)
Highly Qualified Teachers	Title I Compliance
	Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.
	Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. *Education Policy Analysis Archives,* Vol. 8 Number 1.
	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
Innovative Approaches to Meeting Subgroup Needs	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.
	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 students 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 to successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.

Marzano, Robert J. (2003). <u>What Works In Schools</u>. Alexandria, Va. Association for Supervision and Curriculum Development

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.

Payne, Ruby K. (1996). <u>A Framework for Understanding Poverty</u>. Highlands, TX. Aha! Process, Inc.

Strategies that Develop Students having 21st Century Learning Skills	Title I Compliance

	This study investigated the contributions of curriculum approach and parent involvement to the short- and long-term effects of preschool participation. Four components comprise the program: early intervention, parent involvement, structured language/basic skills learning approach, and program continuity between preschool and elementary school. Results indicate that implementation of an instructional approach rated high by Head Teachers in teacher-directed and child-initiated activities was most consistently associated with children's outcomes, including school readiness at kindergarten entry, reading achievement in third and eighth grades, and avoidance of grade retention. Parent involvement in school activities, as rated by teachers and by parents, was independently associated with child outcomes from school readiness at kindergarten entry to eighth grade reading achievement and grade retention above and beyond the influence of curriculum approach. Findings indicate that instructional approaches that blend a teacher-directed focus with child-initiated activities and parental school involvement are origins of the long-term effects of participation in the Child-Parent Centers. The most direct teaching (and specific content) produced larger cognitive gains early on in terms of IQ and achievement test performance (Dale & Cole, 1988) . This explanation would be premised on the idea that children living in poverty need highly structured, teacher directed activities to be able to benefit from early intervention.
	
	     Reviews of home visiting programs in early intervention with families living in poverty, Olds and Kitzman (1993) found that home visiting programs were most effective with families at greater risk, when they were embedded in comprehensive services and when visits were frequent and conducted by nurses. Training parents of preschoolers to work with their children at home have been found to have positive results (Henderson & Mapp, 2002), with longer and more intense participation providing greater gains in later school measures of success, regardless of family configuration or income.
	
	     Overall, findings of the study indicate that the successful integration of a diverse set of classroom learning activities and opportunities for parent involvement are origins of the long-term effects of preschool participation reported in previous studies. (Reynolds, 2000; Reynolds et al., 2001) The patterns of outcomes indicate that a high degree of child initiated learning, regardless of level of teacher direction, promotes higher levels of school readiness, third and eighth grade reading, and high school completion. In contrast, increased end-of-kindergarten achievement in early literacy and math is related to greater teacher directed curriculum. This difference could be explained in a variety of ways but the explanation most compelling to us is that a teacher directed basic skills preschool program promotes early literacy skills that makes the transition to kindergarten and kindergarten achievement easier. Longer-term child outcomes, especially high school completion, come with the benefits

	typically attributed to child initiated activity – engagement based on child interest, social learning, and learning how to learn. In conclusion, two components of preschool intervention—a blended instructional approach and parental involvement—significantly contributed to children's short- and long-term school performance. These components, although not exclusively responsible for program impacts, can be major elements in promoting early learning for children at risk. Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004, December 24). *Education Policy Analysis Archives*
Parents as Respected and Valued Partners	Title I Compliance More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994). Similar finding have been sited in *A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement,* by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."
Standards-Based Curriculum	Establishing a standards-based curriculum ensures commonality in the identification of curriculum standards and objectives that describe the essential learnings for all students by the time they exit high school. Performance descriptors are also identified to assess common-ground standards and objectives. System-wide rubrics are utilized to determine the level of mastery attained by each student. At the classroom level, teachers need directionality with curriculum units and lesson plans, time to organize and/or develop instructional materials, and time to align formative assessments to standards-based lessons and units. District level policies and procedures determine the degree of implementation of a standards-based curriculum. McTighe, J. and Wiggins, G. "Stages of Backward Design." Retrieved October 1, 2004 from http://www.newton.mec.edu/curr9.26instruct/standardsbased/index.html.
Support System for Student Physical and Social and Emotional Needs	Not every child's school experience is an easy one. The school system must create a culture that accepts responsibility for all students, regardless of background. Growing evidence strongly suggests that social and emotional learning is a key element in meeting all our educational goals. Support programs, such as counseling, health services, sound nutrition and physical activity, are necessary to meet specific individual needs. Principles of differentiation (Tomlinson, 1999) must be implemented and universal design (Orkwis & McLane, 1998) must be applied to facilitate equal access to the curriculum by students of diverse abilities and needs. Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, Va. Association for 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)
Integration of 21st Century Learning	In an article entitled "Creating a Knowledge Base for Teaching: A Conversation with James Stigler," Scott Willis highlights the importance of sharing professional knowledge within the school learning community. Stigler established an online library of teaching methods and a forum for discussing instructional practices. In this article, effective professional development that results in the success of each learner is summarized in a very direct question-answer format. Stigler outlines the challenge of improved professional development practices such that a mechanism

	for sharing what has been learned is established to allow instant access.
	Stigler has created Lesson Lab to serve as an easily accessible database of effective teaching practices that any professional may participate in at any given time.
	"School improvement" implies the need for focused collaboration, a spirit of collegiality, and instant access to proven-practice information.
	Willis, Scott. "Creating a Knowledge Base for Teaching: A Conversation with James Stigler." *Educational Leadership 59.* (6), 6-11. 2002.
Instructional Support System	An instructional support system must include time for planning and collaboration, appropriate resources, site-based technical assistance, and attention to the school system's professional development delivery system. On-going support must be provided throughout the school district to ensure the consistency and pervasiveness of a quality curriculum. The allocation of time for planning and collaboration tops the list of the four broad areas of modification of curriculum support systems. Data analysis time is needed prior to the opening of school. Common teacher planning time is needed during the school term. Planning days are also needed during the school year to align instruction with benchmark testing. Organizational time is needed during the summer to develop units of study and usable lesson plans, establish performance assessments, and collaborate on what works in the classroom.
	The fourth area of concern involves the modification of professional development that must become on-going, targeted, and embedded to provide for practice, feedback, and collegial conversation.
	High performing school systems take advantage of technology and the endless ideas of effective lessons, ready research, professional development, and visuals and audio once unavailable to teachers. Many teachers have found that these additional instructional materials are needed to align with objectives which are not addressed in their textbooks.
	Barksdale, Mary Lehman. *8 Steps to Student Success.* 8 Steps to Student Success. 2003.
	Davenport, P. and Anderson, G. (2002) *Closing the Achievement Gap--No Excuses.* Houston, TX: American Productivity and Quality Center.
	Lezotte, Lawrence. *Assembly Required: A Continuous School Improvement System.* Effective Schools Products. 2002.
	Marzano, Robert J. *What Works in Schools.* Alexandria, VA Association for the Supervision and Curriculum Development. 2003.
	Miles, Karen Hawley. "The Big Picture." *Journal of Staff Development.* Volume 24, No. 3. Summer 2003.
Rigorous Performance in Core Subjects	Establishing a standards-based curriculum ensures commonality in the identification of curriculum standards and objectives that describe the essential learnings for all students by the time they exit high school. Performance descriptors are also identified to assess common-ground standards and objectives. System-wide rubrics are utilized to determine the level of mastery attained by each student.
	At the classroom level, teachers need directionality with curriculum units and

	lesson plans, time to organize and/or develop instructional materials, and time to align formative assessments to standards-based lessons and units. District level policies and procedures determine the degree of implementation of a standards-based curriculum. McTighe, J. and Wiggins, G. "Stages of Backward Design." Retrieved October 1, 2004 from http://www.newton.mec.edu/curr9.26instruct/standardsbased/index.html.
21st Century Content	Prioritizing and mapping curriculum for Pre-k to grade twelve is a key component of a high performing school system. It becomes a curriculum management system that provides guidance to teachers about what to teach, when to teach it, and what value is placed upon what is taught. The prioritization and mapping process assures continuity of curriculum across grade levels, protects precious instructional time, and provides focus to all teachers for content delivery. Core subjects are generally mapped first and given priority management status. Any subject may be prioritized and mapped to ensure student success in that area. This process guides instructional delivery from day one to day one hundred eighty which in turn maximizes valuable learning time that results in improved student achievement from year to year. McREL. "Mid-continent Research for Education and Learning." (2006): http://www.mcrel.org/.
Data-Based System for Monitoring Student Academic and Personal Progress	Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement. Fuchs, L.S., Fuchs, D (2002) In *What Works in Schools* (pp. 35-48; 165-171), Robert Marzano states that "monitoring refers to feedback" which becomes an essential component of any effective instructional model for content delivery. Monitoring alone will not improve student achievement. Identifying and implementing appropriate interventions at the right time, in the right place, and for the right students becomes the key question of the day. In addition, assurances must be in place that students are being monitored frequently and that interventions are practiced in a timely and efficient manner. Marzano, Robert J. (2003). *What Works in Schools.* Alexandria, VA. Association for Supervision and Curriculum Development.

Technology Plan

Submitted by - flb98001 2007-09-17 14:28:24.0

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 Integration: Wyoming County Curriculum Administrator and Technology Specialist will meet with school principals and technology chairs throughout the school year to coordinate technology implementations and instructional programs at the school level. Examples include instructional software programs (Inspiration and Kidspiration), lab management software (NetOp), educational websites (SAS in School, Marco Polo, Reinvent), and Internet-based test strategies (Writing Roadmap, I Know).

Student Achievement: Wyoming County Schools will utilize educational software as an instructional tool that meets the needs of diverse learners.
- Use of Basic Skills software lessons in COMPASS and ODYSSEY aligned to the reading and math CSOs
- Use of Cornerstone software lessons to address individual student needs in grades one through eight
- Use of SkillsBank software lessons to address individual student needs in grades nine through twelve
- Use of BRIDGES software lesson plans to address career options in grades nine through twelve
- Use of Kidspiration in kindergarten through grade four and Inspiration in grades five through twelve to utilize graphic organizers in all curriculum areas
- Use of Reinventing Education lesson plans to target academic deficiencies
- Use of Writing Roadmap Internet site to provide instruction and practice for improvement of writing skills
- Use of I Know Internet site to diagnose deficiencies and reinforce test taking strategies
- Use of Geometer's Sketchpad to reinforce geometry CSOs
- Use of Accelerated Reader to enhance and reinforce reading skills
- Utilize My Reading Coach program to provide intervention strategies for struggling readers at the middle school level

Communication Tools: Students and teachers will have access to the Internet, standards based lessons, and other web-based instructional sites for enhanced learning and skills development.
- Use of the Internet for research
- Use of standards based online lesson plans
- Use of SAS in School curriculum for Reading/Language Arts, Math, Science, Social Studies, and Spanish correlation with CSOs
- Use of webquests
- Use of schools' webpage to post homework, teacher email addresses, announcements, etc.
- Use of Marco Polo for lesson plans to support delivery of CSOs
- Use of Reinventing Education lesson plans to target academic deficiencies
- Use of Writing Roadmap Internet site to provide instruction and practice for improvement of writing skills
- Use of I Know Internet site and TestMate Clarity to diagnose deficiencies and reinforce test taking strategies

Innovative Strategies: Wyoming County Schools will utilize technology to expand existing courses. Examples include NASA classroom simulations, virtual field trips, and Career Explorations that include the following.
- Grades 7 and 8: Chelsea Bank and Green Mountain Paper Press
- Grades 9 through 12: Court Square Bank, Parkside Hotel, Star Medical I, Star Medical II, Sports Network, Community Clinic, RioTech Solutions, River City News, Riverview Hotel, Alicia Leary Progress Foundation

Professional Development: In order to guarantee proper use of technology, all teachers will receive a minimum of three hours of technology-related professional development each year. Teachers of mathematics, reading/language arts, science, and social studies will receive six hours of technology-related professional development each year. This will be verified by

county staff development records.

Technology Needs Assessment

Wyoming County Schools is committed to providing all students with 21st Century tools. As of September 15, 2006, there are 2,125 total computers in Wyoming County classrooms and labs, 96% of which have operating systems of Windows 98 or above. Of these, 59% have Windows XP operating systems. All K-8 schools have two computer labs with the exception of one K-4 school which has only one lab, due to lack of space. Both Wyoming County high schools have three computer labs and Wyoming County Career & Technical Center has two computer labs. Each classroom in grades 7-12 has a minimum of three computers with Windows 98 and above. Each classroom in grades 4-6 has a minimum of two computers with Windows XP. Each kindergarten through grade 3 classroom has a minimum of two computers, one of which is Windows XP. All computers with operating systems Windows 98 and above have connectivity to the Internet.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology-Access   **Associated High Yield Strategies** Instructional Support System

Action Step TECH/1: Wyoming County will use technology equipment/infrastructure for equitable access to 21st Century technology tools.

    01 - Identify and coordinate funding sources for the purchase of computer equipment

    02 - Review needs assessments and annual school technology surveys for direction in county purchases and instructional implementation of 21st Century skills

    03 - Purchase additional Internet-ready computers for classrooms

    04 - Utilize the updated computer labs at Mullens Elementary, Pineville Elementary, Pineville Middle, Huff Consolidated Elementary and Middle, Wyoming East High, and Westside High for access to 21st Century tools

    05 - Equip a 21st Century computer lab at Wyoming County Career and Technical Center with twenty-eight computer stations and one server station

    06 - Provide teacher/principal training to effectively implement and monitor educational software used in the lab and classroom settings

    07 - Provide teacher/principal training in the use and care of hardware and software to enable teachers to instruct students in the correct usage and proper care of 21st Century technology tools

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

Purpose To increase technology integration and improve student achievement	**Persons Responsible** County Administration, Principals, Teachers	**Target Audience** Pre-k to grade 12 principals, teachers, and students	**Intended Impact on Audience** To improve principals' and teachers' knowledge and skills to utilize technology effectively resulting in increased student achievement

Professional Development Trainer Led

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-Access   **Associated High Yield Strategies** Data-Based System for Monitoring Student Academic and Personal Progress ,Innovative Approaches to Meeting Subgroup Needs ,Support System for Student Physical and Social and Emotional Needs

Action Step TECH/2: Wyoming County will utilize technology integration for 21st Century skills/student achievement.

    01 - Place students in Basic Skills and SUCCESS computer labs for instruction using software lessons aligned with the CSOs

    02 - Utilize educational software as an instructional tool that meets the needs of diverse learners

    03 - Identify students who may be at risk of reading and mathematics failure through screening, diagnostic, and classroom-based assessments

    04 - Close the achievement gap by collaboration of Special Services and Title I instructional programs using 21st Century tools

    05 - Purchase ODYSSEY software for all elementary and middle school computer labs

    06 - Utilize Writing Roadmap to help prepare students for the West Virginia Writing Assessment

    07 - Utilize Accelerated Reader program to improve fluency and comprehension

08 - Utilize My Reading Coach to provide intervention strategies

09 - Utilize technology such as NASA classroom simulations, virtual field trips, and Career Explorations to supplement existing courses

10 - Utilize TI-Navigator graphing calculator resources to improve mathematics and science skills

11 - Utilize online formative assessment resources to improve academic skills in all subject areas

12 - Require all kindergarten through grade eight students to complete the Basic Computer grade-level courses

13 - Require all students in grade nine to complete the Computer Applications course

14 - Conduct meetings with principals and school technology chairs throughout the school year to coordinate technology implementations and instructional programs at the school level

15 - Provide principals and technology contacts with updated technology information so that they may serve as links to the classroom teachers for effective technology integration in the instructional process

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** County Administration, Principals, Teachers	**Target Audience** Pre-k to grade 12 principals, teachers, and students	**Intended Impact on Audience** To enhance student achievement with technology integration utilizing 21st Century tools
Professional Development Trainer Led		**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-Access   **Associated High Yield Strategies** Instructional Support System

Action Step TECH/3: Wyoming County will provide collaboration/communication tools (telecommunications network/email).

01 - Provide long distance, local, voice, and cellular services

02 - Provide teacher and student Internet access (data lines) to 21st Century tools

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To improve communication and provide access to the Internet	**Persons Responsible** County Administration, County Technology Personnel, Principals, Teachers	**Target Audience** Pre-k to grade 12 principals, teachers, and students	
		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-Access   **Associated High Yield Strategies** Instructional Support System

Action Step TECH/4: Wyoming County will provide increased access for students and teachers to 21st Century tools.

01 - Provide computers to reach the target of two computers with Windows XP or above in all classrooms

02 - Provide computers to reach the target of three computers with Windows XP or above in every mathematics, reading/language arts, science, and social studies classroom

03 - Maintain, update, and replace hardware and/or software in school computer labs and classrooms

04 - Purchase whiteboards for enhancement of classroom instruction

05 - Purchase multi-media projectors and laptops for mathematics, reading/language arts, science, and social studies teachers in grades five through twelve to enhance instruction

06 - Provide training in use of 21st Century technology tools for successful classroom instruction

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To improve the integration of 21st Century tools across the curriculum and improve student achievement	**Persons Responsible** County Administration	**Target Audience** Pre-k to grade 12 principals, teachers, and students	**Intended Impact on Audience** To enhance student achievement with technology integration

Professional Development Trainer Led

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-Access

Associated High Yield Strategies Instructional Support System

Action Step TECH/5: Wyoming County will support delivery of 21st Century content through distance learning.

01 - Deliver rigorous and specialized courses such as online Spanish I and AP College Board classes via virtual school as needed

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To provide rigor, enhance learning, and improve student achievement	**Persons Responsible** County Administration, Principals, Counselors	**Target Audience** Grades 7-12 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-Access

Associated High Yield Strategies Support System for Student Physical and Social and Emotional Needs

Action Step TECH/6: Wyoming County will promote 21st Century parent/community/partnership collaboration.

01 - Maintain a district webpage with relevant information and announcements for parents/guardians

02 - Encourage each school to host a technology information event for parents and community

03 - Provide training to school contacts in setting up and maintaining school webpages

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To improve communication between home and school	**Persons Responsible** County Administration, County Technology Personnel, Principals, Teachers	**Target Audience** Parents, students, business, and community	**Intended Impact on Audience** To improve communication between home, school, and community
Professional Development Trainer Led		**Federal Compliances** Technology 06-21st Century Parent/Community/Partnership Collaboration	

Technology 07-Professional Development for 21st Century Instruction

Plan Section Title II

Associated Goals/Objectives Technology-Access

Associated High Yield Strategies Highly Qualified Teachers

Action Step 07 Title II-TECH/7: Wyoming County will provide professional development for 21st Century instruction.

01 - Require all mathematics, reading/language arts, science, and social studies teachers to participate in six hours of training with emphasis on 21st Century technology tools utilizing Title II and other county funding sources

02 - Provide sustained professional development for instructional technology applications in labs and classrooms utilizing Title II and other county funding sources

03 - Provide sustained professional development for training in the use of 21st Century tools including whiteboards, multi-media projectors, laptops, and TI-Navigator utilizing Title II and other county funding sources

04 - Provide sustained professional development for training in the use of 21st Century tools including whiteboards, multi-media projectors, laptops, and TI-Navigator utilizing Title II and other county funding sources

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2008	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To enhance instruction with 21st Century tools and to improve student	**Persons Responsible** County Administration	**Target Audience** Pre-k to grade 12 principals and teachers	**Intended Impact on Audience** To improve teachers' technology integration skills

achievement

Professional Development Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

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Plan Section Technology

Associated Goals/Objectives Technology-Access   **Associated High Yield Strategies** Highly Qualified Teachers

Action Step TECH/7: Wyoming County will provide professional development for 21st Century instruction.

01 - Require all teachers to participate in three hours of training with emphasis on 21st Century technology tools

02 - Require all mathematics, reading/language arts, science, and social studies teachers to participate in six hours of training with emphasis on 21st Century technology tools utilizing Title II and other county funds

03 - Provide sustained professional development for instructional technology applications in labs and classrooms utilizing Title II and other county funds

04 - Provide sustained professional development for training in the use of 21st Century tools including whiteboards, multi-media projectors, laptops, and TI-Navigator utilizing Title II and other county funds

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To enhance instruction with 21st Century tools and to improve student achievement	**Persons Responsible** County Administration	**Target Audience** Pre-k to grade 12 principals and teachers	**Intended Impact on Audience** To improve teachers' technology integration skills

Professional Development Trainer Led

Federal Compliances Title II 02. Professional Development, Technology 07-Professional Development for 21st Century Instruction

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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology-Access   **Associated High Yield Strategies** Instructional Support System

Action Step TECH/8: Wyoming County will provide maintenance and repair of 21st Century tools.

01 - Designate a principal-appointed system operator for the Basic Skills and SUCCESS computer labs

02 - Utilize county technology resource personnel for maintenance and repair of computer equipment

03 - Purchase services of RESA technicians for repair of computer hardware

04 - Purchase sustained support training services for principals and teachers at school sites

05 - Support maintenance of hardware through the use of Norton Anti-virus software, Windows Update, and other security programs

06 - Purchase technical support for instructional software programs such as Accelerated Reader and My Reading Coach

Projected Begin Date July 1, 2007	**Projected End Date** June 30, 2010	**Actual Begin Date** ?	**Actual End Date** ?
Purpose To provide a fully operational 21st Century learning environment for all students	**Persons Responsible** County Administration, County Technology Personnel, Principals	**Target Audience** Pre-k to grade 12 principals and teachers	**Intended Impact on Audience** To integrate software programs with classroom instruction

Professional Development Trainer Led

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-Access   **Associated High Yield Strategies** Instructional Support System ,Support System for Student Physical and Social and Emotional Needs

Action Step TECH/9: Wyoming County will provide for adult literacy.

01 - Provide access to computer labs for adult literacy classes.

02 - Collaborate with public libraries to provide information regarding available literacy software

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

?

Purpose To provide adults the opportunity to develop technology skills appropriate to their functioning level

Persons Responsible County Administration

Target Audience Parents, business, and community

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	4,380.00	3,548.00	832.00
		Data Lines	86,640.00	70,178.00	16,462.00
		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	8,700.00	7,047.00	1,653.00
		Paging	0.00	0.00	0.00
		Voice	25,271.00	20,470.00	4,802.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	124,991.00	101,243.00	23,748.00
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	4,380.00	3,547.80	832.20
		Data Lines	86,640.00	70,178.40	16,461.60
		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	8,700.00	7,047.00	1,653.00
		Paging	0.00	0.00	0.00
		Voice	25,271.00	20,469.83	4,801.57
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	124,991.00	101,243.03	23,748.37
TFS/Elementary E-rate Application	2007	State Totals - Elemenary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	2,079.00	1,663.20	415.80
		Data Lines	86,640.00	69,312.00	17,328.00
		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	16,344.00	13,075.20	3,268.80
		Paging	0.00	0.00	0.00
		Voice	30,432.84	24,346.27	6,086.57

	WAN	0.00	0.00	0.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals	135,495.84	108,396.67	27,099.17
State Basic Skills E-rate Application 2006	State Totals - BS/CE	0.00	0.00	0.00
State SUCCESS E-rate Application 2006	State Totals - SUCCESS	0.00	0.00	0.00

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	1,800.00		1,458.00	342.00
		Data Lines	96,045.00		77,796.45	18,248.55
		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	12,672.00		10,264.32	2,407.68
		Paging	0.00		0.00	0.00
		Voice	26,400.00		21,384.00	5,016.00
		Web Hosting	0.00		0.00	0.00
		E-rate Totals	136,917.00		110,902.77	26,014.23
State Basic Skills E-rate Application	2005	Baileysville ES	13,261.00	90	11,934.90	1,326.10
		Berlin McKinney	37,146.60	80	29,717.28	7,429.32
		Glen Fork ES	7,470.80	80	5,976.64	1,494.16
		Herndon	12,056.20	80	9,644.96	2,411.24
		Huff Consolidated ES	14,485.60	80	11,588.48	2,897.12
		Mullens ES	25,790.80	80	20,632.64	5,158.16
		Pineville Primary	30,966.60	80	24,773.28	6,193.32
		Road Branch ES	12,181.20	80	9,744.96	2,436.24
		State Totals - BS/CE	153,358.80		124,013.14	29,345.66
State SUCCESS E-rate Application	2005	Baileysville ES-MS	11,769.17	90	10,592.25	1,176.92
		Glen Fork ES-MS	6,044.62	80	4,835.70	1,208.92
		Mullens MS	6,888.06	80	5,510.45	1,377.61
		Oceana MS	4,168.24	80	3,334.59	833.65
		Pineville MS	5,526.00	80	4,420.80	1,105.20
		Wyoming County Vo-Tech	40,204.02	80	32,163.22	8,040.80
		State Totals - SUCCESS	74,600.11		60,857.01	13,743.10

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

1. Do you have an Acceptable Use Policy?   ◉ Yes ◯ No

2. If yes, what is the last date of adoption/revision?   04/29/2002

3. When was the public meeting held for CIPA Compliance?   10/29/2001

4. Provide the URL to your acceptable use policy.

boe.wyom.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0

6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	14	3	17
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?	14	3	17
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

> Wyoming County School system will recruit and retrain highly qualified teachers, administrators, and support personnel. High quality research-based professional development on content knowledge, 21st Century learning skills, instructional design and delivery, management, and other needed trainings will be delivered to principals, teachers, paraprofessionals and support personnel. Monthly leadership workshops will be held with principals, teacher collaboration sessions will be coordinated and conducted, and sustained professional development with pay will be delivered. The county will provide consultants, on-site facilitators and specialists, instructional supplies, and equipment to assist with the implementation of action steps in the Wyoming County Five Year Strategic Plan.

Process Monitoring

> The Wyoming County Central Office staff will attend periodic staff meetings for open discussion of progress being made toward county goals. The County Leadership Team will meet to review the progression of the Wyoming County's Five-Year Strategic Plan. County and school administrators, counselors, and teachers will analyze results of the West Virginia Measures of Academic Progress (WV-MAP) to monitor county and school goals, objectives, and action steps. Grades 3-8 and 10 county-developed benchmark assessments, end-of-course exams, student academically at-risk reports, and other data will be periodically reviewed. School curriculum and support teams will meet periodically to review achievement results. Recommendations will be made by teachers, principals, and instructional support staff for the county and school leadership to review and make needed adjustments.

Evaluation Process

> The county will utilize results from the state and county testing program to determine the worth of each action step described in the county plan. Assessment data includes (but is not limited to) WESTEST, ACT, West Virginia Writing Assessment, college entry results, graduation rates, post-secondary attendance rates, school attendance, and any other measures deemed appropriate.