

**BARBOUR COUNTY SCHOOLS
105 RAILROAD STREET
PHILIPPI WV 26416**

CorePlan Plan
Plan submitted: September 20, 2011

Planning Committee

Name	Title	Representation
Bob Wilkins	Board Member	*BOE Member
Cheryl Hawkins	Early Childhood Teacher	*Early Childhood
David Neff	Principal	*Administration
Doug Schiefelbein	Parent	*Parent
Elaine Benson	6-12 C&I Coordinator/Manager; Personnel Director	*Administration
Glenn Sweet	Director of Attendance, Facilities, & Technology	*Technology
Ira Mayle	Bus Operator	*Service Personnel
Jack Reger	PK-5 C&I Coordinator/Manager; Director, Title I	*Title I
Jami Fisher/Jeovanna Lacarra	RESA Member	*RESA
Jana Miller	Director of Student Services	*Title III *Title IV *Special Education
Jeff Kittle	Interim Superintendent	*Title II *Title V *RLIS
Jerry Edens	Executive Director of Barbour County Community Dev	*Business Community
Karen Dunkerly	Education Chair, Alderson-Broaddus College	*Other
Linda Long	Teacher	*Special Education *Teacher
Mary McCartney	Parent Center Coordinator	*Special Education *Parent
Mike Hudnall	President- Freedom Bank	*Business Community
Nancy Burner-Ware	Teacher	*Teacher
Nancy Shaffer	Teacher	*Teacher
Sharon Cross	Secretary	*Service Personnel
Shelley Starkey	Elementary Literacy Coach	*Title I *Other
Tim McDaniel	County Commissioner	*Teacher *Business Community
Tonya Baker	Teacher	*Teacher

Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.

The planning committee met initially to go over the data for the county. Examples of the data the committee examined included: student achievement data, financial data, school performance data, food service data, OEPA results, and attendance/graduation rates. From the data, strengths and weaknesses were identified. Priorities were established in an effort to address identified weaknesses. From the priorities, four goals were identified that would address the most pressing needs in Barbour County Schools. Objectives were then written for each goal. The Vision and Mission statements were also reviewed with no suggestions for changes.

During the course of the second meeting, additional student achievement data was examined by the committee. The previously established goals and objectives were matched with action steps to ensure that the objectives were accomplished. The committee identified additional action steps and offered additional suggestions that would strengthen the plan.

The Five Year Plan Committee will meet at approximately mid-year to evaluate progress towards meeting the goals and objectives of the plan. The primary data the committee will be formative assessment data. The committee will meet towards the end of the school year to evaluate how effective the system was in reaching the goals and objectives of the plan and to begin to set forth the goals and objectives for the next school year.

Each committee member, board of education member, and each school received a copy of the plan.

Core Beliefs

We envision and believe in . . .

1. We believe our highest priority should be to provide an accessible, clean, safe environment in which students can maximize their learning potential.
2. We believe our schools should embrace a positive school culture and should promote academic, professional and personal integrity.
3. We believe the education of our students is a partnership among community, schools, parents, and students.
4. We believe clear communication is vital to the success of the system.

Mission Statement

The mission of Barbour County Schools is to provide educational excellence with *commitment to learning for all* in preparation for the challenges of the 21st century.

Data Analysis

I. External Trend Data:

Population

2010 - 16, 589 2000- 15, 557 Up 6.6% State increased by 2.5%

Demographics

Under 5 years of age- 845

5 to 9 years of age- 959

65-74 years of age- 1,322

Median age- 41.6

White- 98.5%

Married couples 53%

Grandparents responsible for grandchildren 129 or 54%

Education

Less than 9th grade 8.6%

9-12 grade, no diploma 11%

High School Diploma 49.6%

Associate's degree 4.5%

Bachelor's degree 8%

Grad. or prof degree 4.1%

Languages

English spoken in the home 99.1%

Economics

Population age 16 and older in labor force 52.3%

Professional occupation (management) 21.6%

Service occupations 16.6%

Farming, fishing, forestry 1.4%

Construction, extraction, maintenance 19.3%

Production, transportation, material moving 19.4%

Education 25.9%

Median Household Income \$30,875

Families below poverty 17.3%

Under 18 years below poverty 34%

Housing Units 7,600

Vacant housing units 20%

BENCHMARK ASSESSMENTS

DIBELS: Percent Proficient

	<u>Intensive</u>	<u>Proficient</u>
Kindergarten	6	83
First Grade	11	71
Second Grade	22	53
Third Grade	22	45

Fourth Grade	26	47
Fifth Grade	27	56
Sixth Grade	29	53

As demonstrated by the data, after K/1 students begin to slide out of the proficient area back into strategic and intensive. This slide stabilizes after 2nd grade, but does not improve. There may be a need to concentrate on students who are just above and just below the proficient line to prevent them from backsliding and increase the opportunity for them to become and stay proficient.

AIMS WEB:

	Grade 7			Grade 8		
	BOY	EOY	% Increase	BOY	EOY	% Increase
Belington Middle School	46	70	24	49	52	3
Kasson Middle School	56	67	11	73	93	23
Philippi Middle School	45	56	11	53	67	14

Analysis: The increases in DIBELS and Aims Web are directly attributable to our Reading RTI model. All of our interventionists, classroom teachers, principals, have received numerous hours of professional development in reading. Also, contributing to this increase are the specialized curricular materials designed to improve the specific weakness that a child exhibits.

ACT Scores-

	BCS	State	Number Tested
English	20.7	20.6	106
Mathematics	19.6	19.5	
Reading	21.2	21.2	
Science	20.7	20.5	
Composite	20.7	20.6	

Act scores reflect an upward trend with all scores at or above the state average. The number of students tested also reflects an upward trend.

Advanced Placement

	2007	2008	2009	2010	2011
Total AP Students	11	17	55	65	59
Number of Exams	16	28	89	103	92
AP Students with Score of 3+	6	9	18	13	21
% of Students with Score of 3+	54.5	52.9	32.7	20.0	35.6
% of Students w/Score of 3+ in State	48.4	43.7	44.3	43.5	45.8

% of Juniors in AP courses in 2011 is 44/202 or 21.7%

% of Seniors in Ap courses in 2011 is 32/173 or 18.4%

BCS has been working on adding rigor to our AP courses. As evidenced in the data, the county has made strides in the number of students making a 3+ on the assessment, but we still need to increase the % of students who make this score to keep pace with the State.

WESTEST Analysis- Only 2 of 9 schools made AYP. The Low SES subgroup, All subgroup, and White subgroup, predominately did not make sufficient progress in reading and mathematics. In the elementary and middle levels in reading and mathematics, the county lagged behind the state. At the high school level in grades 9-11, BCS was largely outpacing the state in the % of students proficient in RLA and math.

The accountability results for WESTEST are shown, below:

NCLB Data For School Year 2010-11

[County School Report](#) [Back](#)

BARBOUR COUNTY Mathematics

Group	Number Enrolled for FAY	Number Enrolled in May	Number Tested	Participation Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
All	1,180	1,250	1,230	98.4	463 (37.6%)	338 (27.5%)	194 (15.8%)	142 (11.5%)	31 (2.5%)	367 (29.8%)
White	1,055	1,123	1,107	98.6	406 (36.7%)	311 (28.1%)	170 (15.4%)	131 (11.8%)	29 (2.6%)	330 (29.8%)
Black	17	17	17	100.0	*	*	*	*	*	*

Hispanic	*	*	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Low SES	693	751	739	98.4	318 (43.0%)	190 (25.7%)	99 (13.4%)	66 (8.9%)	13 (1.8%)	178 (24.1%)
Spec. Ed.	188	195	190	97.4	136 (71.6%)	34 (17.9%)	*	*	*	14 (7.4%)
LEP	*	*	*	*	*	*	*	*	*	*

**BARBOUR COUNTY
RLA**

Group	Number Enrolled for FAY	Number Enrolled in May	Number Tested	Participation Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
All	1,180	1,250	1,230	98.4	434 (35.3%)	343 (27.9%)	226 (18.4%)	122 (9.9%)	43 (3.5%)	391 (31.8%)
White	1,055	1,123	1,107	98.6	374 (33.8%)	305 (27.6%)	214 (19.3%)	114 (10.3%)	40 (3.6%)	368 (33.2%)
Black	17	17	17	100.0	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Low SES	693	751	739	98.4	294 (39.8%)	212 (28.7%)	117 (15.8%)	48 (6.5%)	15 (2.0%)	180 (24.4%)
Spec. Ed.	188	195	190	97.4	144 (75.8%)	27 (14.2%)	13 (6.8%)	*	*	13 (6.8%)
LEP	*	*	*	*	*	*	*	*	*	*

* Less than 10 Cell Size

ACT Explore- % above Benchmark

English Rank	Math Rank	Reading Rank	Science Rank
52.78 38	29.44 24	42.22 15	13.89 9

ACT Plan- % above Benchmark

English Rank	Math Rank	Reading Rank	Science Rank
71.74 49	28.11 49	50.27 44	13.51 50

Advanced Placement- 2009-2010. % of students participating

	11th grade	12th grade
Barbour	10.10	12.4
State	13.9	16.6

The above statistics represent an increase of almost 6% of Juniors participating in AP and 0.2% increase of seniors participating over the previous year.

III. Other Student Outcome Data

Student Attendance Overall county attendance is 92.75% which is demonstrating a decreasing trend from the year 2010 when attendance was 93.68%. 16% of All Students had >10 unexcused absences which is up 2% from the previous year. 77% of the total students with > 10 absences are in the Low SES category. 16% of the total students with >10 absences were special education students. Attendance processing- 638 Five Day CA-2 legal notices were sent. Criminal complaints were filed in 102 situations and 100 juvenile petitions were sent to the prosecuting attorney.

Graduation and Drop-out 79.9% graduation rate met the state minimum expectations for graduation rate. White students demonstrated a 80% rate, special education 72.97% and Low SES was 79%. The 2009 graduation rate of 80.1% was only slightly above the 2008 rate of 80%. With the implementation of the New Cohort Graduation Rate computation, our graduation rates decreased to 72.08% for FY08, 71.84% for FY09, and 73.27% for FY10. This shows a slight increase from the previous year, however it is not significant enough to earn AYP.

2010 revealed that BCS only had 50 drop-outs compared to 42 the previous year. The largest group of drop-outs are those students who lacked motivation (19) followed by students who were "no shows" (18) and then students who cited need for employment (7).

Analysis of Attendance and Drop-out data:

The high school graduation rate of adults in Barbour County is 72.7% while only 11.8% have bachelors degrees. 21.3% of adults live below the poverty level. These facts point out that the adult population of the county largely do not value education. When the adults do not value education the school system will experience a high rate of absenteeism and students who drop-out.

Our system has work diligently to improve the drop-out rate and the attendance rate of students. Interventionists who work with families to remove obstacles to attendance, drop-out counseling, improved academics (RTI Model) have been added. The judge and prosecuting attorney have both held public forums in conjunction with the school system to educate the public about the drop-out problems. All of this work has yielded small gains in both the drop-out rate and attendance rate.

Several years ago, most of our employees were trained in "Understanding Poverty". This may be a good training to repeat. The research in this training revealed that no substantial learning will take place among students in poverty unless there is a significant adult relationship established. To this end, many schools started a mentoring program and many are still functioning.

Special Education Barbour County Schools has identified 16.49% of our total student population as students with disabilities. As of the December 1 Child Count for 2010, Barbour County had 412 students identified as students with disabilities/exceptionalities.

- Behavior Disorders--8
- Mental Impairments--83
- Other Health Impairments--47
- Preschool Special Needs--24
- Specific Learning Disabilities--146
- Speech/Language Impairments--69
- Autism- 5
- Blind and Partially Sighted-9
- Hard of Hearing-3

The Special Ed. Graduation rate for 2009-2010 school year was 72.97% . The drop out rate for the 2009-2010 school year was 5.8%.

2011 CSADA Barbour County met the requirements of Part B of the IDEA 2004 section 616 (e) and Part B Regulations of §300.600(a) and §300.604. The 2010 Comprehensive Self Assessment Desk Audit identified the following as areas of noncompliance.

SPP1- Percent of youth with IEP's graduating from High School with a regular diploma.

SPP2- Percent of youth with IEPs dropping out of school

SPP3 - Students with disabilities make continuous progress withing the state's system for educational accountability (meeting AYP)

SPP11- Children with parental consent to evaluate are evaluated within the established 80 day timeline; and

Students with disabilities participated in the state assessment WESTEST II or Alternate Assessment (APTA). Students with Disabilites in Barbour County scored below the state average in Reading and Mathematics.

Framework for Literacy-Response to Intervention

Barbour County Schools Framework for Literacy needs assessment/Response to Intervention indicated a need to provide specific instruction to students in Tier III. Barbour County Schools hired one and one-half Reading Interventionist to provide specific reading instruction at the middle school level.

Budget The overall operating budget devoted 53% of the funds for instruction (up by 1% over the previous year). 8% was for transportation; 5% for administration; 7% for capital projects; 9% for facilities; and 5% for food service. Of the instructional budget: 76% went for regular instruction; 17% for special education; 5% for vocational.

Personnel Trends Teachers comprise 84% of professional staff (down 2%). Others include: 1% nurses, 2% counselors, 3% media specialists and TIS, 4% school administration. This demonstrates a slight decrease in the number of teachers and a slight increase in the number of media/TIS specialists. 62% of all personnel are instructional. Of the service personnel staff: 23% are aides; 28% are bus drivers/mechanics; 15% are food service; 15% custodians; 4% maintenance.

At this time, no school in BCS meets the mandate of 3:1 students to computer ratio at the elementary school or the 2:1 ration at the middle/high school level.

Discipline There were 983 exclusions for the county in 2011 which was down from 2010.

Discipline Entries:

- | | | |
|---------------------------------------|-------|-----------------|
| • Disrespectful/Inappropriate Conduct | 1,004 | Up 24% |
| • Aggressive Conduct | 987 | Up less than 1% |
| • Failure to Obey Rules/Authority | 1,894 | Up 38% |
| • Legal Concerns | 33 | Down 61% |

• Prescription Drugs/Controlled Sub	3	Up from 2
• Illegal Drugs, Tobacco, Alcohol	35	Down 17%
• Tardiness and Truancy	1,806	Up 38%
• Weapons	1	Down from 3

Transportation Barbour County has 31 bus routes for 2, 450 students.. A review of counties similar in demographics to Barbour demoonstrate that this county is very efficient in delivering students. Transportation comprises 8% of the total budget.

Technology - See goal #2 of this plan.

ABE/GED 2009 demonstrated that 28 ABE students earned their GED. This number was a decline from 2008 where 41 students earned their GED.

High Quality Teachers

The overall percentage of courses taught by a HQT for the county (2010/2011) is 93.3% which is down from last year's 96.6% .

The **core academic subjects** are: elementary 99.7% ; middle 93.4%; high 85.1%; math 90.5%; english 86.5%; science 67%; Reading/LA 98.2%; civics/gov't 100%; foreign language 100%; the arts 99.2%.

These figures represent a slight decreasing trend in the % of teachers considered HQ.

OEPA- See the OEPA section.

IV. Analysis of culture, conditions and practices

Walkthroughs: Barbour County Schools is actively monitoring the instructional habits within our schools. BCS has adopted eWalks and we have developed a template to focus on the quality of lesson plans, student engagement, Depth of Knowledge, and other factors important to the success of students in the classroom. After the first month of school, the data demonstrates that the predominant level of questioning in the classrooms is Level 1 DOK and that teacher-led instruction in the core is the predominant method of instructional delivery.

PRIDE Survey results report the following:

- Barbour County youth report having the 7th highest percentage of youth that report binge drinking in the state.
- 21.7% of 8th and 11th graders report using illicit drugs w/in thepast month.
- 29.9% reported using tobacco at least once a month.

Key Outcome Indicators

Weaknesses: WESTEST 2 scores in both reading and mathematics continue to be a concern. Only 2 of our 9 scores meet OEPA requirements and test scores have not reflected the kind of improvement we expected with the amount of funds expended towards professional development for teachers.

Attendance and Drop-outs: drop-outs continue to plaque the system. Additional programs like the GED Option are being planned to start next year. Attendance has shown signs of improvement but it has only been due to the herculean efforts of the school system. If current measures are not maintained, we will almost certainly slide back to previous levels.

Our High Quality Teacher percentage decreased from around 96% considered highly qualified to 93% considered highly qualified.

Discipline data demonstrates that Level IV offenses continue to decline, but disrespectful/inappropriate behavior climbs.

The number of schools that have not made AYP has grown this past year. Only 2 of 9 schools made AYP.

The number of drop-outs and low graduation rate plaque the county.

Strengths: Benchmark reading scores demonstrate growth and proof positive our Reading RTI model is showing results. Kindergarten demonstared a 52% increase in proficiency rates. All grades showed single digit growth (except 3rd) while the growth in middle school ranged from 3% to 24% improvement.

ACT scores demonstrate growth both in terms of student scores and the number of students taking the exam.

AP scores have continued to demonstrate growth with the number of students scoring a 3 or above on the assessment.

CONCLUSIONS FROM DATA ANALYSIS:

Strategic Goal 1: All students will meet or exceed state, national and international curriculum standards that incorporate acquisition of 21st century skills through engaging opportunities in hte arts, world languages, health and physical education, tehcnical education as well as the core subjects of reading/English/language arts, mathematics, science and social studies.

1. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the elementary level as measured by formative and summative assessments.
2. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the middle school level as measured by formative and summative assessments.
3. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the high school level as measured by formative and summative assessments.
4. Student achievement (all AYP subgroups) will continuously increase in mathematics at the elementary level as measured by formative and summative assessments.
5. Student achievement (all AYP subgroups) will continuously increase in mathematics at the middle school level as measured by formative and summative assessments.
6. Student achievement (all AYP subgroups) will continuously increase in mathematics at the high school level as measured by formative and summative assessments.

Strategic Goal 2: All students will develop the personal skills and dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship in an environment that is caring and safe.

Strategic Goal 4: Through the use of Global 21 content, context, and technology tools, students will develop and utilize 21st Century Learning Skills to master the Content Standards/Objectives and to prepare them for successful entry into the workplace or post-secondary education.

1. Students will perform at or above benchmark on formative and summative assessments using Global 21 Critical Learning skills.
2. Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/Windows XP or above).
3. The schools in Barbour County are in need of improved Bandwidth at the majority of our schools, especially at Philip Barbour High School. Stratus Wave Communications has provided a contract to provide 10 Mbps service from the schools to the county office and 45 Mbps from the county office to the POP. This project was to be completed by November 2010. At the present time the connections that are completed are the county office to the POP and Philip Barbour High, Belington Elementary, Belington Middle, Junior Elementary to the county office. Philippi Elementary, Philippi Middle, and Volga-Century Elementary are ready for the state technology office to switch over to the county office. The remaining schools, Mount Vernon Elementary and Kasson Elementary/Middle are in rural areas that have no fiber or tower access, at the present time, to allow broadband connection.
- 4.

Upgrades within the schools during 2010 - 2011

Use funds from TFS Elementary, TFS Secondary, TI, and EdTech, to provide computers and other technological support materials to staff and students.

- Services to have the servers of the county set up at a central location with one domain and attaching of all computers in the system to the domain.
-
- Licenses of Microsoft Office 2007 to provide the same office product throughout all schools.

Teacher Stations referenced below will include a laptop, projector, and mobi wireless slate. Some schools will be receiving additional components of these stations. Entries in this color are the proposed purchases with this years funding.

- Belington Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
- Belington Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 8 student computers and 6 teacher stations.
- Junior Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
- Kasson Elementary/Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 8 teacher stations.
- Mount Vernon Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 2 teacher stations.
- Philip Barbour High will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 5 APC's and a network printer.
- Philippi Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. receive 2 laptops, 1 network printer, and 2 flashdrives.
- Philippi Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 4 teacher stations.
- Volga-Century Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. receive 1 laptop, 1 teacher station, 1 network printer, 2 ELMO's, and 2 flash drives.
- The Board of Education Office will receive on 48 port switch in order to support the centralization of all servers in the county to one location.

Measure Digital Divide Reports <http://wvde.state.wv.us/data/digitaldivide/>

The OEPA Checklist should be one source of data to assess school or county needs as you prioritize your strategic issues. There are no negative consequences to checking "No" to a high quality standard since the checklist is not used for changing accreditation or approval status or selection for on-site reviews.

OEPA Analysis

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING	ON-SITE REVIEW DATE
02	BARBOUR	FA		1994; 1999
101	Kasson Elementary/Middle	EA		
201	Belington Elementary	FA		
202	Junior Elementary	FA		
203	Mount Vernon Elementary	FA		May 5, 2010

204	Philippi Elementary	CA	APM 5.1.1 (DC May 31, 2012)	December 17, 2002 October 15, 2007
205	Volga-Century Elementary	FA		
302	Belington Middle	FA		
303	Philippi Middle	FA		March 30, 2006
501	Philip Barbour High Complex	FA		March 23, 2004 May 5, 2010

Since the report, above has been published, OEPA has conducted site visits at several of our schools. Following, are the results of those visits:

Belington Elementary Status: Initial Visit (follow-up visit to be held this year)

Noncompliances: 5.1.1 Achievement; 7.1.1 Curriculum based on CSOs; 7.1.2 High Expectations; 7.1.5 Instructional Strategies; 7.1.6 Instruction in Writing; 7.1.8 Instructional Materials; 7.1.9 Programs of Study; 7.2.3 Lesson plans and Principal Feedback; 7.2.4 Data Analysis; 7.8.1 Leadership

An improvement plan was written, submitted, and approved by the WV State Board of Ed.

Junior Elementary Status: Initial Visit (follow-up visit to be held this year)

Noncompliances: 5.1.1 Achievement; 7.1.13 Instructional Day; 7.2.3 Lesson Plans and Principal Feedback.

Recommendations: 7.1.6 Instruction in Writing; 7.1.11 Guidance and Advisement

An improvement plan was written, submitted, and approved by the WV State Board of Ed.

Philip Barbour High School Status: Follow-up Visit (a second follow-up will be held this school year).

Noncompliances: 7.1.1 (Compliance) Curriculum based on CSOs; 7.1.2 High Expectations; 7.1.5 Instructional Strategies; 7.1.7 Library/educational technology access and technology application; 7.2.3 Lesson plans and principal feedback; 7.6.4 (Compliance) Teacher and principal internship;

An improvement plan was written, submitted, and approved by the WV State Board of Education.

Mt. Vernon Elementary School Status: Full Compliance

During a follow-up review, OEPA deemed that MTV had achieved Full Compliance, but continued work on 5.1.1 was needed.

Volga-Century Elementary School Status: Initial Visit (follow-up visit to be held this year)

Noncompliances: 7.1.1 Curriculum based on content standards and objectives; 7.2.1 County and school electronic strategic improvement plans; 7.2.3 Lesson plans and principal feedback; 7.6.2 Licensure;

Recommendations: 7.1.12 Multicultural Activities.

Prioritized Strategic Issues

1. Increase the proficiency rates for students in reading.
2. Increase the proficiency rates for students in mathematics.
3. Increase the rigor and relevance of all core subject area course work.
4. Increase students' utilization of technology to learn the content standards and objectives.
5. Increase student attendance and the graduation rate.
6. Increase school safety.

Goal 6: Title I: The district will implement the Title I programmatic requirements as defined by NCLB.

- Additional staffing and resources are provided to Title I schools for the improvement of student achievement.

Strategic Goal 1: All Students will meet or exceed state, national and international curriculum standards that incorporate acquisition of 21st century skills through engaging opportunities in the arts, world languages, health and physical education, technical education as well as the core subjects of reading/English language arts, mathematics, science and social studies as evidenced by NAEP, WESTEST2, TechSteps Assessments, CTE Assessments, and formative assessments.

1. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the elementary level as measured by formative and summative assessments through personalized learning concepts.
2. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the middle school level as measured by formative and summative assessments through personalized learning concepts.
3. Student achievement (all AYP subgroups) will continuously increase in reading/language arts at the high school level as measured by formative and summative assessments through personalized learning concepts.
4. Student achievement (all AYP subgroups) will continuously increase in mathematics at the elementary level as measured by formative and summative assessments through personalized learning concepts.
5. Student achievement (all AYP subgroups) will continuously increase in mathematics at the middle school level as measured by formative and summative assessments through personalized learning concepts.
6. Student achievement (all AYP subgroups) will continuously increase in mathematics at the high school level as measured by formative and summative assessments through personalized learning concepts.

• Barbour County will develop a plan to ensure that all teachers become Highly Qualified as defined by NCLB

Core Plan Title I Title II RLIS

1. Gather and assess data related to teacher quality.
2. Develop a plan that addresses recruiting, retraining, and retaining teachers.
3. Provide tuition reimbursement for teachers who qualify for this benefit as outlined in NCLB and county procedures.
4. The LEA will distribute to all staff via the Employee Handbook notification of the availability of tuition reimbursement opportunities.
5. The LEA will distribute to all parents of their Right to Know staff qualifications via the Student Handbook.
6. The LEA will ensure that principals notify parents in writing, parents of children in classrooms with non-highly qualified teachers if the child is taught by a non-qualified teacher for more than 4 consecutive weeks.
7. Barbour County Schools will recognize the outstanding efforts of teachers through the Teacher of the Year program.
8. A cohort of teachers will be supported to go through the National Board Certification program.

• County and school administrators will implement a monitoring system to ensure compliance with county initiatives.

Core Plan Title II RLIS

1. All administrators will be provided an Android compatible phone.
2. All administrators will receive training on the "E-Walk" walk-through system.
3. County initiatives will be monitored by the school principal and county administrators through the "E-Walk" process.
4. Data collected through the "E-Walk" monitoring will be tabulated and analyzed to see what adjustments need to be made to allow county goals to be achieved.
5. A Central Office administrator will be assigned to a school to monitor the following items:
 - Teacher/parent contacts,
 - Benchmark assessments,
 - Tracking inclusion data,
 - Keyboarding,
 - Math Across the Curriculum, and
 - Writing Across the Curriculum.

• Increase Career Technical course offerings and opportunities for students to participate in CTEC courses.

Core Plan

1. Work with WVDE on CTEC offerings.
2. Implement a pilot project at the middle school level.
3. Implement the GED option pathways.

• Develop, review/revise, and utilize formative assessments to monitor individual student academic progress in reading/language arts and mathematics.

Core Plan Title II RLIS

1. Teachers will use ACUITY, DIBELS, AIMS Web and other formative assessments to benchmark and adjust instruction to meet the instructional needs of students.
2. Professional Learning Communities will develop formative assessments in the area of Reading/Language Arts and Mathematics to assess student mastery of the CSOs. PBHS will use the assessments developed by the WVDE.
3. Teachers will meet in Professional Learning Communities to consider formative assessment data and strategize the best learning situations to meet student needs.
4. Teachers will utilize a question, at least weekly, from Acuity that involves multiple steps and has a DOK of 2 or 3 to assist students in understanding the process necessary to solve complex problems.

5. Each teacher will do a Distracter Analysis and Class Item Analysis for ACUITY results.
6. Teachers will target at least 10 students just under performance criteria and 10 students just over criteria to try to get more students at mastery or above.
7. Schools will look for and implement creative ways to find time to tutor students during the school day to increase achievement.
8. Each school will run the Class Matrix Report and analyze results after giving the ACUITY benchmark assessment.
9. Each teacher will include Level 2 and Level 3 DOK items on assessments given in class.
10. Each teacher will complete a "Test Talk" with each student and include an overview and charts of results.
11. Juan Debrot, WVDE, will inform administrators of the upcoming "Growth Model" for student achievement and impacts it will have on their school.
12. Provide Professional Development to teachers in ACUITY, DIBELS, and other formative assessments as needed by teachers to ensure successful implementation and utilization by teachers.

• Encourage and support teachers to attend regional/state/national professional development given appropriate resources.

Core Plan Title I Title II RLIS

• Explore grant funding and community partnerships for extended day/year learning opportunities for students.

Core Plan

- Implement Energy Express summer program at Philippi Elementary in partnership with Barbour County Extension Service.
- Implement a "Credit Recovery" summer program, as well as, before and after school throughout the school year, at Philip Barbour High School.
- Implement an after school tutoring program at all schools for students who need additional support with Critical Skills grant In grades 3 and 8.
- Cooperate with World Vision in the Belington attendance area and the Philippi attendance area to implement the after school program, "Kid Reach".
- Utilize BCS grant writer to pursue available grant funding sources.
- Partner with community organizations to provide extended learning opportunities for students as opportunities arise.

• Implement a comprehensive Student Support System.

Core Plan

1. Each school will review/revise and implement a school-wide Positive Behavior Support Plan to encourage improved attendance rates, appropriate behavior, and increased academic achievement.
2. Offer Alternate Education for disruptive students and students who are not successful in traditional school environments.
3. Provide social/intervention services to improve attendance, increase graduation rate, decrease drop-out rate, decrease suspension rates, and provide tobacco cessation intervention.

• Implement a Personalized Learning (SPL) model for Reading.

Core Plan Title I Title II RLIS

1. Use DIBELS to screen, benchmark, and progress monitor all students K-6. Use AIMS Web to screen, benchmark, and progress monitor middle school students.
2. Provide Tier 2 Interventions for all students failing to make benchmark. Utilize co-teaching and other best practices to support Tier 2 efforts in the regular classroom as appropriate.
3. Provide Tier 3 Intervention for all students significantly below benchmark.
4. Use deep diagnostic assessments as necessary to identify student deficiencies. Adjust student groups and teacher assignments in response to individual student need.
5. Provide ongoing professional development in the area of reading including LETRS training.
6. Hire expert consultants to provide ongoing in-school supports to ensure increased student achievement.
7. Employ a Literacy Coach for literacy support at the elementary level through ARRA-Title 1 funds.
8. Employ a Literacy Coach for literacy support at the middle/high school level through Title 2 funds.
9. Contract 1 or 2 reading interventionists at the middle school level.

• Implement a Personalized Learning (SPL) Model for Mathematics

Core Plan Title II

1. Use classroom and formative assessments to monitor student progress.
2. Provide Tier-2 interventions for all students failing to make benchmark.
3. Provide Tier-3 interventions for all students scoring significantly below benchmark.
4. Research, develop, and provide professional development to augment the mathematics RtI model.
5. Teachers will map the curriculum to prioritize areas that were low areas on the WESTEST.
6. Develop a five year professional development plan for implementation of the Math RtI model.

• Math Across the Curriculum

Core Plan

1. Teachers will incorporate mathematics CSOs into all subject areas as specified by the school principal.

• Provide professional development for administrators to improve their instructional leadership abilities to positively impact teacher behavior and improve student academic success.

Core Plan Title II

- Barbour County Schools will develop a county-level Leadership Retreat to analyze data, develop leadership ability, and to formulate plans to improve student academic success.
- BCS will partner with the Greenbrier Leadership Institute to provide on-going support throughout the school year to develop and nurture the leadership qualities of the county's administrators.
- Support administrators to attend RESA, State, and National programs.
- All administrators will be scheduled for a: goal setting conference, mid-year review, and a final evaluation.
- All administrators will have one goal dedicated to improving test scores.
- **Schools will involve parents in a variety of ways to increase student achievement.**

Core Plan Parental Involvement

Schools will involve parents in the following ways:

1. Invite parents to serve on LSIC committees, Title 1 Steering Committees, or other committees deemed pertinent by the school;
2. Parent orientations;
3. Volunteers;
4. Chaperones;
5. Invite parents to attend school functions like: award ceremonies, plays, ball games, etc.;
6. Trainings for parents on topics which may include: Early Literacy Skills, Computer Literacy, Homework Help;
7. Communication with parents through the use of Parent Link, monthly newsletters, and websites.
8. Partner with community organizations like the Family Resource Network, WV Extension Service, World Vision, to provide outreach programming to families and to offer extended day/extended year educational services whenever possible.

- **Schools will plan transition activities for students to help them become successful at the next level.**

Core Plan

Transition activities that schools plan may include:

- back to school nights;
- school visitations or move-up days;
- longitudinal curriculum mapping;
- school with in a school concepts;
- sharing of important student information from one level to the next;
- other.

- **Staff evaluations by principals.**

1. All building level administrators have been provided a form on which they will detail their observation and evaluation schedules of their respective staff. Copy of completed form will be submitted to the Superintendent by Sept. 15, 2011.
2. All evaluations will be completed as prescribed in Policy 5310 and turned in to the Superintendent for his review and if needed- action or comment.

Core Plan

- **Teachers will use Depth of Knowledge to fashion questions and activities to encourage higher-order/critical thinking.**

Core Plan

1. Provide staff development for teachers and principals on the utilization of Bloom's Taxonomy to increase Depth of Knowledge/Rigor in all content areas.
2. Administrators will utilize walk-throughs to gather evidence that teachers are utilizing Bloom's Taxonomy to develop activities that foster higher order/critical thinking skills.
3. Teachers will be encouraged to use the Teach 21 website and other 21st Century technology tools to assist them in developing standards based lessons and student projects to attain mastery of the 21st Century CSOs.
4. Technology Integration Specialists (TIS) will provide professional development at: Belington Elementary; Philippi Elementary; Philippi Middle; and Philip Barbour High School Complex to develop all instructional staffs' technology skills to augment instruction.
5. Training will be provided for one additional teacher to obtain authorization as Technology Integration Specialists.

- **Teachers will use researched-based instructional practices to maximize student learning opportunities.**

Core Plan

1. Teachers grade and/or provide feedback to students on homework/projects on a timely basis.
2. Teachers will use direct instruction, guided practice, teacher monitoring, reteaching, cooperative learning, and technology to vary their instructional delivery and maximize students' opportunity to learn.
3. Teachers will use assessment results to guide their instruction.
4. At the high school level, Honors, Advanced Placement, and Dual-Credit courses will be offered in accordance with student needs.
5. Technology will be incorporated into the instruction of the CSOs.
6. Writing will be incorporated into all subject areas.
7. Senior Projects will be required of all seniors, on a non-credit basis, as part of their graduation requirements.
8. Distance learning and virtual school opportunities may be offered to students if the results of the school's curriculum audit indicate there is a need for such an offering and the district/school cannot offer the course in any other fashion.

• Teachers will deliver CSOs/Next Generation CSOs through standards based instruction.

Core Plan

1. Teachers and principals will receive current 21st Century Framework and CSOs on CDs. Each school will also receive the aforementioned in printed form.
2. Teachers will receive professional development on any changes to the CSOs and will revise curriculum maps accordingly.
3. Teachers will sign a verification page indicating they received a copy of the current 21st Century Learning CSOs and assure that they will deliver the CSOs via standards based instruction.
4. Principals will provide oversight to ensure proper CSO delivery via standards based instruction, active student learning, use of data to drive instruction. This will be achieved through the following best practices: classroom walk throughs, data reviews, consistent PLC meetings, lesson plan review, review of student projects/portfolios, follow/implement all pertinent policies (ex. WVDE 2320, 2419, 2510, 5310; BCS policies/procedures).
5. A plan will be developed for transition from the current CSOs to the Next Generation CSOs.
6. A meeting will be held with Carla Williamson, WVDE, to help administrators understand the Next Generation CSOs and achieve a deeper understanding of Policy 2510.

• Utilize the Professional Learning Communities Model to improve student achievement.

Core Plan Title II

1. Modify school schedules to support time for Professional Learning Communities to meet at the school level twice monthly to modify and adjust curriculum and instructional issues to meet the needs of students.
2. Schedule county-level PLCs for all core content areas to meet 3 times per school year to modify/adjust curriculum and instructional issues, implement new curriculum, and to receive professional development. Interventionists will be included when appropriate.
3. Hold programatic PLCs for Title I and Special Education teachers to provide updates for regulatory guidelines and to review/respond to student performance data.
4. Teachers will meet in reading and mathematics PLCs to develop curriculum maps.

• Writing Across the Curriculum

Core Plan Title II

1. Students will be afforded the opportunity to write in all subject areas.
2. Teachers will evaluate student writing via the WV Writes rubric and/or the WV Writes engine.
3. Provide Professional Development to teachers in WV Writes as needed by teachers to ensure successful implementation of WV Writes.

Strategic Goal 2: All students will develop the personal skills and dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship in an environment that is caring and safe as evidenced by increased attendance rates, declining suspensions and expulsions, and improved wellness indicators.

1. Decrease the number of students that are expelled for Level 4 offenses of the Student Code of Conduct.
2. Decrease the number of special needs students that receive out-of-school suspensions for violations of the Student Code of Conduct.
3. Maintain zero (0) Safe School violations committed by adults in our schools.
4. Continue to increase safety in schools through building modifications as reflected in the Comprehensive Educational Facilities Plan.
5. All schools will have a positive behavior support plan that is integrated with the Student Code of Conduct to encourage and support expected student behavior, good attendance, and set high expectations for academic attainment.
6. Maintain communications with emergency and/or support services throughout Barbour County.
7. Both the county and schools will maintain and implement wellness plans.

• BCS will partner with community organizations, like the Family Resource Network, to provide educational programs and activities to BCS students in the areas of: anti-drug/alcohol and anti-violence programs; Red Ribbon Week activities; Prom Promise event; Relay for Life support; and DARE programs.

Core Plan

• Collaborate with the Sheriff's Department to maintain the criminal justice grant to employ a Prevention Resource Officer

Core Plan

1. PRO Officer will attend all mandatory training.
2. Purchase supplies and furniture for the PRO officer.
3. Maintain and enforce the BCS Closed Campus policy.
4. BCS will provide funding for one-half of the PRO Officer's salary for the 2009-2010 school year.

• Develop, print, and distribute a Student Handbook to all students, parents, employees, and community members. The handbook will outline the Student Code of Conduct and other pertinent BCS policies and school procedures/expectations.

Core Plan

1. Provide professional development for all employees on the contents of the Student Handbook and the Employee Handbook.
2. Schools will distribute the Student Handbook to students and inform students concerning the contents/policies in the handbook.
3. Distribute the Student Handbook via the Barbour Democrat Newspaper to citizens of Barbour County.

• Each school's faculty and staff will maintain and implement the Positive Behavior Support/Discipline plan.

Core Plan

1. Each faculty will review/revise the plan annually.
2. Staff development with regard to the plan will occur prior to the fifth instructional day..
3. Communicate the plan, its expectations and consequences, to students and parents prior to the fifth instructional day.

• Implement a comprehensive Student Support System.

Core Plan

1. Each school will review/revise and implement a school-wide Positive Behavior Support Plan to encourage improved attendance rates, appropriate behavior, and increased academic achievement.
2. Offer Alternate Education for disruptive students and students who are not successful in traditional school environments.
3. Provide social/intervention services to improve attendance, increase graduation rate, decrease drop-out rate, decrease suspension rates, and provide tobacco cessation intervention.

• Include safe schools designs in the Comprehensive Educational Facilities Plan.

Core Plan

• Provide continued professional development to employees on BCS' Safe Schools Plan.

Core Plan

1. On the first CE day, principals will review the school's Safety plan with all staff.
2. Principals will schedule drills throughout the school year to practice: fire drills, lock-downs, code red, code white, etc. so that all people in the school facility understand how to respond in each circumstance.

• The Safety Committee will meet as needed, but no less than quarterly, to review/modify the schools/county Safe School Plans.

Core Plan

The Safety Committee will consist of various community safety departments like: police, fire, rescue, and the Command Center.

Strategic Goal 4: Through the use of Global 21 content, context, and technology tools, students will develop and utilize 21st Century Learning Skills to master the Content Standards/Objectives and to prepare them for successful entry into the workplace or post-secondary education.

1. Students will perform at or above benchmark on formative and summative assessments using Global 21 Critical Learning skills.
2. Maintain, upgrade, and replace technologies in order to increase student achievement (based on operating systems/Windows XP or above).

Measure Digital Divide Reports <http://wvde.state.wv.us/data/digitaldivide/>

To ensure that all Barbour County Schools have a computer ratio that will support 21st century learning and assessment.

Year	Ratio of Students to Computers in K-5 Schools (Goal 3:1)	Ratio of Students to Computers in 6-12 Schools (Goal 2:1)
2008-2009	5.196:1	3.307:1
2009-2010	Target: 3:1 - 2.14:1 Actual: 2.14:1	Target: 2:1 - 1.95:1 Actual: 1.95:1
2010-2011	Target: 3:1 Actual: 2.01:1	Target: 2:1 Actual: 1.60:1
2011-2012	Target: 3:1 Actual:	Target: 2:1 Actual:
2012-2013	Target: 3:1 Actual:	Target: 2:1 Actual:

To ensure that all students are technology literate in Barbour County Schools.

School Year	Projects per student K-2nd Grade	Projects per Student 3rd Grade	Projects per Student 4th grade	Projects per Student 5th grade	Projects per Student 6th grade	Projects per Student 7th grade	Projects per Student 8th grade	Projects per Student 9th - 12th grades
2009-2010	Target 2.0 projects per student Actual: K: 1.94 1st: 1.74 2nd: 1.80	Target 2.0 projects per student Actual: 1.78	Target 4.0 projects per student Actual: 3.46	Target 4.0 projects per student Actual 3.58	Target 6.0 projects per student Actual: 5.33	Target 6.0 projects per student Actual: 5.64	Target 6.0 projects per student Actual: 5.59	
2010-2011	Target 4.0 projects per student Actual: K: 4.01 1st: 4.47 2nd: 4.05	Target 4.0 projects per student Actual: 4.20	Target 6.0 projects per student Actual: 4.53	Target 6.0 projects per student Actual: 4.87	Target 6.0 projects per student Actual: 5.12	Target 6.0 projects per student Actual: 5.47	Target 6.0 projects per student Actual: 5.07	Target 4.0 projects per student (one per core area) Actual: 0.014 Note: Due to lack of bandwidth
2011-2012	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student Actual:	Target 6.0 projects per student (at least one per core area) Actual:

As measured by: Tech Attain County Summary Reports

Account Name	Grade	Number of Students	YTD Projects Assessed	YTD AVG Projects per Student	Standard Deviation (Pop)	AVG Profile Attainment Points
Barbour County Schools	K	213	875	4.01	1.71	NA
	1	182	827	4.47	1.55	NA
	2	172	708	4.05	1.48	NA
	3	186	793	4.20	1.53	64.65
	4	174	816	4.53	2.08	118.36
	5	177	866	4.87	1.70	164.25
	6	191	977	5.12	1.62	117.25
	7	173	958	5.47	1.35	182.03
	8	178	907	5.07	1.31	208.50

School Year	Number of schools that have met State Target Teacher 1:1 ratio
2008-2009	0
2009-2010	Target: 9 - Actual: 5
2010-2011	Target: 9 - Actual: 6 *
2011-2012	9
2012-2013	9

* The Digital Divide does not provide a true picture as itinerate teachers are counter at all schools that they serve, but their computer is only counted at one school.

[2008 Teacher to Computer Ratio](#)(based on XP and above and 10/08 survey)

•TECH/01: Provide 21st Century hardware and a stable, state of the art 21st Century infrastructure for the effective use of technology.

Core Plan Title I Technology

2011-2012

1. Provide technology to each classroom for increased student access to enhance learning and improve student achievement.
2. Provide handheld technology to students for increased access to enhance learning and improve student achievement.
3. Use funds from TFS and State Local Share Funds to provide computers and other technological support materials to staff and students. Complete:

- Services to have the servers of the county set up at a central location with one domain and attaching of all computers in the system to the domain.
- Licenses of Microsoft Office 2007 to provide the same office product throughout all schools.

Teacher Stations referenced below will include a laptop, projector, elmo, cart, and mobi wireless slate. Some schools will be receiving additional components of these stations.

- Belington Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 5 student computers, 6 teacher stations, 2 additional mobi's, 2 laptops, and 10 speaker replacements.
 - Belington Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 10 student computers and a UPS.
 - Junior Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 5 student computers and 6 teacher stations.
 - Kasson Elementary/Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 28 student computers.
 - Mount Vernon Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 25 student computers.
 - Philip Barbour High will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office. They will also receive 70 student computers and one switch to allow for additional drops to be installed by county personnel.
 - Philippi Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
 - Philippi Middle will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
 - Volga-Century Elementary will benefit from the centralization of our servers, creation of one county domain, and the conformity of having one version of Microsoft Office.
 - The Board of Education Office will manage the distribution of Deep Freeze, 950 upgrades and 400 new licenses. Also, all schools will receive 2 AB Tutor licenses except Junior, Mount Vernon, and Volga-Century Elementary Schools that will receive one license each.
4. Staff members will be evaluated using the six technology criteria established in the West Virginia Professional Personnel Evaluation Process as outlined in policy 5310.
 5. Use funds from TFS and State Local Share, to make computers and other technological support materials available to staff and students.
 6. Implement techSteps to fulfill state requirements.
 7. Use networked software to introduce, reinforce, and enrich core content areas as well as writing skills curriculum. All schools will focus on Internet available resources.
 8. Continue to implement keyboarding instruction in grades 3 - 8 to provide fluency in keyboarding skills that enhance instructional activities and student performance based learning.
 9. Maintain Media Centers as Media/Technology Centers at all schools.
 10. Implement Broadband to improve service from T-1. This conversion, pending appropriate funding, was to take place in July 2010. It then projected to be completed in November. At this time the central office and 4 schools have been upgraded, 3 schools are ready to be moved over by the state office, and the provider is still looking for a solution for the other 2 schools. The cost is \$75,000 for installation and \$9,500 monthly.

2010-2011 Accomplishments: Under Data Analysis

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

Core Plan Technology

1. Keep up-to-date Web Sites at all schools.
2. Provide improved communication among school, home, and community and a safe school environment through a maintained stable network, Internet (data lines), WVEIS, and telephone, long distance, cellular, paging service, and ParentLink.
3. Provide long distance and local phone service at all facilities, 8 pagers, 1 broadband connection from the central office to the POP, 3 broadband connections from schools to the central office, 5 high bandwidth circuits presently (1 campus with multi-link connectivity) [in process of installation - 10 Mb to all campuses, with a goal of improving service to 100Mb ethernet to all educational sites] {RFP Posted in August 2010 - Discounts will be requested - Service was to begin in Fall 2010}, continuing high band until wan install is complete, and 5 existing cellular lines expanding service for administrators for a total of 22 cellular lines.
4. Re-organize the servers within Barbour County Schools to one central location {BOE Office} and establish one domain so that student techSteps projects can be readily maintained and moved from school to school as they proceed through the grades or move within the county.
5. When additional hardware is added to a facility the county will provide the necessary infrastructure, if not available, to allow the added equipment to be functional.
6. Work with the WV Department of Education in coordinating activities involved in the completion of the BTOP grant.

7. Use the internet for research and instruction. Some instructional tools that are accessible through the use of the internet include Accuity, Writing Roadmap, SAS, Thinkfinity, etc.
8. Use of technology to provide the main emphasis of instruction for social studies in place of textbooks.

The following schools will receive school-wide wireless implementations on behalf of the WV Department of Education Tools for Schools funding for Funding Year 2012. This implementation will include (but is not limited to): cabling, electronics, UPS, wireless access points, controllers and other equipment required to complete the installation.

County	School	Ben	Total	Discount	Commitment Request	County Share
BARBOUR	VOLGA CENTURY ELEMENTARY	27396	\$ 51,567.72	80	\$ 41,254.18	\$ 10,313.54
BARBOUR	BELINGTON ELEMENTARY	27407	\$ 84,709.86	80	\$ 67,767.89	\$ 16,941.97
BARBOUR	BELINGTON MIDDLE	27408	\$ 91,062.42	80	\$ 72,849.94	\$ 18,212.48
BARBOUR	JUNIOR ELEMENTARY	27420	\$ 54,199.12	80	\$ 43,359.30	\$ 10,839.82
BARBOUR	MOUNT VERNON ELEMENTARY	27450	\$ 52,883.42	80	\$ 42,306.74	\$ 10,576.68
BARBOUR	PHILIPPI ELEMENTARY	27477	\$ 100,397.14	80	\$ 80,317.71	\$ 20,079.43
BARBOUR	PHILIPPI MIDDLE SCHOOL	27478	\$ 84,585.04	80	\$ 67,668.03	\$ 16,917.01
BARBOUR	PHILIP BARBOUR HIGH	27479	\$ 272,407.42	80	\$ 217,536.62	\$ 54,870.80

• TECH/04: Provide increased access for students and teachers to 21st Century tools and resources.

Core Plan Title I RLLIS Technology

1. Upgrade antiquated equipment that no longer supports the functionality of existing software .
2. Maintain lab size at each school to accommodate the largest class size.
3. Provide sufficient numbers of computers to meet state guidance for student/computer and teacher/computer ratios.
4. Provide increased wireless connectivity for student and teacher access with a long range goal of providing wireless access in every classroom.
5. Transition from the use of PDAs through grade 6 for the reading (DIBELS) initiative.
6. Aggressively pursue grant opportunities to expand technological resources for students and staff (ex. electronic grade maintenance in a product such as GradeQuick).

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

Core Plan Technology High Schools that Work

1. techSteps - In K-8 students will have at least six (6) lessons; and in grades 9-12 students will receive one lesson in each core area.
2. Provide distance learning opportunities to students who cannot schedule a class due to conflict or lack of availability.
3. Continue the use of the OdysseyWare Learning System in providing a credit recovery program at PBHSC to all students who have failed a core subject area that is required for graduation. When the subscription to this program runs out the high school will begin to take advantage of the WV Virtual School credit recovery program.
4. The WVDE has indicated that they are now providing a credit recovery program through the WV Virtual School program.

• TECH/06: Promote parental involvement and improved collaboration with community/home through the use of 21st Century tools and resources.

Core Plan Title I Special Education Technology Parental Involvement

1. Maintain two-way communication (local and long distance phone service [wired and cellular] and digital radio communication) between the school facilities, emergency providers, service providers, educational support providers, etc., for essential communication activities.
2. Maintain communication between the school and home utilizing strategies such as parent-teacher conferences, ParentLink, EdLine, regular phone calls, website, emails, newsletters, and meetings.
3. Provide opportunities to parents and community members for computer-based instruction.
4. Provide internet access, maintain WVEIS, and networking in order to maintain or provide improved communication between school, home, and community and provide a safe school environment.
5. Provide parents with teacher Access email addresses at the beginning of each year.
6. Encourage teachers to use Access email as a preferred means of communication within the school community.
7. Make available training sessions for parents at each school to receive instruction in internet use, internet safety, basic computer skills, adult literacy, and workshops on assisting students with computer learning activities.

• TECH/07: Provide professional development in using the telecommunications network for training teachers and administrators to improve the integration of 21st Century tools and resources.

Core Plan Title I Title II Special Education Technology

1. Provide ongoing and sustained training of staff in the innovative strategies of technology integration into the curriculum through WVDE provided training (such as techSteps), and TIS provided training during ISE days.
2. Provide an Access email account to all teachers, including necessary training for use and appropriate procedures.
3. Provide training to instructional personnel in the use of web-based educational support systems (i.e. ACUITY, Writing RoadMap, techSteps, EdLine, GradeQuick, Plato, DIBELS, etc.) during ISE day meetings.
4. **Provide additional training opportunities to all professionals on the use of techSteps in the curriculum during ISE day meetings.**

• **TECH/08: Maintain and repair 21st Century tools and internal connections**

Core Plan Technology

1. Maintain/repair equipment in a timely manner using the resources provided through a TSS.
2. Maintain/repair equipment in a timely manner using the resources made available through RESA VII.
3. Maintain/repair equipment at PBHSC in a timely manner through an extra duty contract. Strive to provide these services at each school.
4. Maintain or replace non-functional equipment.
5. Improve infrastructure and networking software to allow for improved technology integration, enhanced learning, and improved student achievement.
6. For equipment purchased through the WV TFS & LS programs, use the help desks available to request and take advantage of warranties provided.
7. Use of the Symantic Anti-Virus software that is provided through the WV Department of Education.
8. Provide Deep Freeze software to protect units from corruption,
9. Make use of Microsoft updates to keep our computers up-to-date.

• **TECH/09: To collaborate with adult literacy providers to provide 21st Century skills for community.**

Core Plan Technology

1. Coordinate with Adult Basic Skills/GED Preparation Program Coordinator to provide technological support. This will include WVDE supported adult literacy programs.
2. Collaborate with all technology support providers within the county to provide adult literacy programs.

Beginning Date	Ending Date	Other Date	Related Goal(s)	Topic	Audience	Mode	Funding Source(s)	Local Use
Jun 13, 2011	Jun 17, 2011		1,3,5	Support for Personalized Learning Strategies for Reading	Elementary, Middle, Spec. E. Reading Teachers	Trainer Led	Title 1 and Title 2	
Jun 28, 2011	Jun 28, 2011		1,3,4	PLCs, PBLs, Senior Projects, Common Core CSOs	PBHS English Dept.	Professional Learning Community		
Jul 17, 2011	Jul 22, 2011		1	Teacher Leadership Institute for Kindergarten	Kindergarten Teachers	Trainer led	Title 1	
Aug 02, 2011	Aug 03, 2011		1,2,3,4	Administrators' Leadership Forum	County Level Administrators	Trainer led	Title 2	
Aug 10, 2011	Aug 10, 2011		1	Common Core Standards and Objectives	Kindergarten Teachers	Professional Learning Community and Trainer led	Title 1	
Aug 11, 2011	Aug 11, 2011		1,2,3	Parent Involvement Strategies	Teachers and Administrators	Professional Learning Community	Title 1, Title 2	
Aug 12, 2011	Aug 12, 2011		1,3,4	Technology for Social Studies Teachers	Social Studies Teachers Grades 6-12	Trainer led	Title 2	
Aug 12, 2011	Aug 12, 2011		1,3,4	Digital Resources for Secondary Social Studies Teachers	Teachers of Social Studies	Trainer led	Title 2	
Aug 12, 2011	Aug 12, 2011		Goal 1	Building Capacity and other OEPA issues	PBHS Teachers	Professional Learning Community	SSI Grant	
Aug 12, 2011	Aug 12, 2011		Goal 1	Positive School Climate and Behavior Supports	PBHS Teachers	Professional Learning Community	SSI Grant	
Aug 15, 2011	Aug 15, 2011		Goal 1	Math Across the Curriculum	All Teachers	Trainer Led	Title 2	
Aug 15, 2011	Aug 15, 2011		Goal 1	Project Based Learning	All teachers	Trainer Led	Title 2	
Aug 15, 2011	Aug 15, 2011		Goal 1	Writing Across the Curriculum	All Teachers	Trainer Led	Title 2	
Aug 15, 2011	Aug 15, 2011		1,2,3,4	County Leadership Meeting	All County Employees	Trainer led	None	
Aug 15, 2011	Aug 15, 2011		1	DIBELS Next	Teachers of Reading LA K-6	Professional Learning Community	Title 1 and Title 2	
Aug 16, 2011	Aug 16, 2011		1,3,4	Curriculum Mapping and School Improvement Strategies	Professional Staff	Professional Learning Community		
Aug 16, 2011	Aug 16, 2011		1,3,4,5	WESTEST2 and Formative Assessments Data Analysis and Handbook Training	Professional Staff	PLC and Trainer Led		
Aug 18, 2011	Jun 08, 2012		Goal 1	Early Learning Standards	Preschool Teachers	Trainer Led	WVDE	
Oct 03, 2011	Oct 03, 2011		Goal 1	Acuity	all teachers	Technology-based	None	
Oct 05, 2011	Nov 22, 2011		Goals 1-4	eLearning Fall Semester	All Teachers	Online	None	
Nov 15, 2011	Nov 15, 2011	December 8, 2011	4	TechSteps Regional Leadership Seminar	County TechSteps Team	Regional Meeting at RESA VII	State	Train the trainer to work within schools on ISE dates
Jan 11, 2012	Feb 28, 2012		Goals 1-4	eLearning Winter Semester	All Teachers	Online	None	
Mar 06, 2012	Apr 24, 2012		Goals 1-4	eLearning Spring Semester	All Teachers	Online	None	
Jun 18, 2012	Jun 21, 2012		Goal 1	Math- Building Capacity for Increased Student Achievement	Elementary Teachers	Trainer Led	Title 2	