

**PUTNAM COUNTY
SCHOOLS
#9 COURTHOUSE DRIVE
WINFIELD WV 25213**

CorePlan Plan November 24, 2008

Planning Committee

Name	Title	Representation
Barbara Wyatt	Ms.	*Special Education *Teacher
Beth Pitzer	Ms.	*Administration
Bruce Faulkner	Mr.	*Title I *Title II *Title III *Title V *Administration
Carol Bauer	Ms.	*Technology *Teacher
Chuck Hatfield	Mr.	*Administration *Parent
Dale Slack	Mr.	*Technology
Dawn Gessel	Ms.	*Technology *Administration *Parent
Elizabeth Robinson		*Title III *Teacher *Parent
Gary Walton	Mr.	*Business Community
Gina Dailey	Ms.	*Business Community
Greg LeMaster	Mr.	*Administration
Hilary Woodrum		*Student
Jackie Chaney	Ms.	*Business Community
Joe Haynes	Mr.	*Business Community
Judy Hale	Ms.	*Business Community
Karen Nowviskie	Ms.	*Administration
Kim Sigman	Dr.	*Technology *Parent
Liz Runion	Ms.	*Technology *Teacher
Lyn Brady	Ms.	*Technology *Teacher
Major Simms	Mr.	*Special Education
Mary A. Brown		*Title III *Teacher
Mary Beckelhimer	Ms.	*Technology *Administration
Mason Ballard		*Student
Melissa Ballard	Mrs.	*Parent
Pat Homberg	Ms.	*Title IV *Special Education *Administration
Patricia Banning		*Title III *Teacher
Patsy Smith	Ms.	*Administration
Penny Fisher	Dr.	*Administration
Powell Toth	Dr.	
Rachel Hull	Mrs.	*Title I *Technology *Teacher *Parent
Richard Grim	Mr.	*Technology *Administration
Robert Hull	Mr.	*Administration *Parent
Sara Welch	Ms.	*Administration
Sarah Parkins	Ms.	*Technology *Teacher *Parent
Sherrri Mears	Ms.	*Service Personnel *Parent
Tanner Sigman		*Student
Thomas Tull	Mr.	*Administration

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

Parents are vital members of the Putnam County Schools community, and as such are actively engaged in every aspect of the goal setting and decision making process of the system. Putnam County maintains an active Parent Advisory Council (PAC) that meets on a monthly basis. The Council is comprised of parent representatives from all twenty three schools from throughout the county. The PAC meets monthly with all central office administrators to receive updates from each department and to give input into issues of concern. The PAC chose representatives from their group to serve on the County Strategic Planning Committee. These members attended all strategic planning committee meetings to provide input and direction into the writing of the plan. In addition, these parent members reported back to the entire PAC on the activities and progress being made on the strategic plan and garnered their input for future meetings.

In addition, each school maintains an active Local School Improvement Council (LSIC) that includes parent representation. Each LSIC contributed information during the needs assessment portion of the county plan development. In addition, most of the teachers, administrators, board members, and community members on the strategic planning committee are also parents and as such, bring that perspective to the table as well.

Teachers from all programmatic levels serve on the Putnam County Strategic Planning Committee. Each of these members provides a vital voice to the needs assessment process. In addition, teachers also serve on the LSIC of each school which provided input to the plan as well. Most teachers were also represented in the development of the plan via their respective union representation as the AFT and WVEA had membership on the strategic planning committee.

Additionally, the county professional development council, which is made up of teachers, provided input to the needs assessment process of the strategic plan.

All county administrators were part of the strategic planning committee. A three-day planning retreat was held in

March 2005 for all central office administrators, building level administrators, and board of education members to

jointly begin the planning process for the development of the Five-Year Strategic Plan. As such, all administrators

were uniquely involved in the needs assessment process. Following the retreat, each programmatic level chose one

building level administrator to work closely with the core team writing the plan. Each month all administrators

meet together to discuss pertinent issues and to receive updates of county initiatives. Through this process, all

administrators have a voice in the formation of this plan throughout the entire planning process.

The strategic planning team also included members of the local community representing the public library, chamber of commerce, institution of higher education, business, etc.

Core Beliefs







1. Every student can learn and deserves an equitable, quality education.
2. Every school must provide a safe, nurturing environment that promotes learning.
3. Our curriculum and instruction must be appropriate and challenging to meet the needs of every student.
4. Our expectations must be high to result in high achievement.
5. Our homes, schools, and community must share responsibility for the education of our students.
6. We must provide the appropriate resources and support to prepare students for success in a diverse and changing world.
7. We must provide high quality staff development to create an effective learning community.

Mission Statement The MISSION of Putnam County Schools is to ensure that every student masters the curriculum and achieves academic success. We will dedicate our time, resources, and practices to closing the achievement gap, bringing every student to mastery and beyond, and preparing every student for success in a diverse and changing world. Working with the home and community, we will build a supportive system characterized by ethical behaviors, mutual respect, professionalism, and collaboration.

Data Analysis

Key Question	Data Source	Summary of Concerns	
<p>1. What enrollment increases or decreases have occurred in your school system? How has this impacted the system?</p>	<p>Enrollment Trends</p>	<p>Edit Concern</p> <p>Putnam County Schools has seen moderate growth with an average of 100-150 students per year. The major impact of this growth is on facilities. A major portion of local discretionary funds has been dedicated to facilities, not instruction. A secondary impact has been staffing schools with highly qualified teachers.</p>	<p><input checked="" type="radio"/> Data reviewed, concerns remain unchanged</p> <hr/> <p><input type="radio"/> Data reviewed, new interpretations added</p>
<p>2. According to available data, what changes have occurred in the age, ethnic, or racial population demographics of your county? What are the implications?</p>	<p>BBER (Click on Data Services, then County Data Profile. Check Table of Contents.) WVDO Census</p>	<p>Edit Concern</p> <p>The general population county has increased more than the school-aged population. Putnam County has many more retired and childless couples than families with school-aged children. The median age for Putnam County residents is 37.7 years. Although it remains relatively small, the number of minority students has doubled. The number of residents with no children in the schools has an impact on the funding, especially on local levies and bonds. Therefore, a lack of school-community connection exists.</p>	<p><input checked="" type="radio"/> Data reviewed, concerns remain unchanged</p> <hr/> <p><input type="radio"/> Data reviewed, new interpretations added</p>
<p>3. Have there been any significant changes in the socio-economic demographics of your county? If so, what are the implications?</p>	<p>BBER (Click on Data Services, then County Data Profile. Check Table of Contents.) WVDO Census</p>	<p>Edit Concern</p> <p>A number of public housing facilities have opened in the county in the past few years, resulting in a widening gap between wealthy and economically disadvantaged families. Our E-rate reimbursement rate has increased from 56% to 61%. While the county-wide rate for Federal Hot Lunch assistance has remained relatively constant, a shift of location has occurred. Putnam County ranks 55th in the percent of population</p>	<p><input checked="" type="radio"/> Data reviewed, concerns remain unchanged</p> <hr/> <p><input type="radio"/> Data reviewed, new interpretations added</p>

		<p>below poverty level at only 8.8%. Putnam County is a residential community for Charleston and Huntington, resulting in a high rate of transience. There is a high probability that many students will not remain in the county or state. Parental expectations of the educational system are high.</p>	
<p>4. Have there been changes in the economic stability or economic trends in your county? What are the implications?</p>	<p>BBER (Click on Data Services, then County Data Profile. Check Table of Contents.) WVDO Census</p>	<p style="text-align: center;">Edit Concern</p> <p>Putnam County has consistently been among the counties with the lowest unemployment rate. There has been significant business expansion in the county. The average worker's salary and household income have increased. The mean income for Putnam County residents is \$53,379. There is a wide range between the lowest and highest income brackets resulting in a loss of true middle income families. A more skilled workforce is required to staff these businesses. The increased population also has resulted in an expanded service industry in the county. Economic development has driven the improvement and expansion of the county's infrastructure, which has opened up previously underdeveloped areas of the county. Previously rural areas are becoming bedroom communities.</p>	<p><input checked="" type="checkbox"/> Data reviewed, concerns remain unchanged</p> <hr/> <p><input type="checkbox"/> Data reviewed, new interpretations added</p>
<p>5. What are the changes in family characteristics or background of the students served in your county? What are the implications?</p>	<p>Kids Count (Click on "View Our Data Book" and select your county)</p>	<p style="text-align: center;">Edit Concern</p> <p>The number of minority students has doubled. An increasing number of students come from single parent and blended homes. The number of families with two working parents has increased. The median income is twice the state average; the per capita income is the highest in West Virginia. In spite of this, 12.8% of students in Putnam County live below the poverty level. Half the families who live below the poverty level have pre-school age children.</p>	<p><input type="checkbox"/> Data reviewed, concerns remain unchanged</p> <hr/> <p><input checked="" type="checkbox"/> Data reviewed, new interpretations added</p>

<p>6. 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?</p>	<p>Pride Survey (To access state data, click on "customers only" at the top of the website. The password is "ps2005". To access your school data, contact the county Safe and Drug Free Schools Coordinator.) Youth Risk Behavior Survey Please click on tables or graphs with appropriate data. Please note that the data is statistically applicable to individual schools.</p>	<p style="text-align: center;">Edit Concern</p> <p>The juvenile delinquency rate has more than doubled since 2001. According to the Pride Survey, most of the students who are experimenting with drugs and alcohol are doing so at home or friends' homes after school or on the weekends. The number of meth labs found in the county has increased dramatically. Putnam County continues to allow smoking in public places while many surrounding counties have imposed bans. The current year data indicate tobacco use decreased at the 5th and 8th grade levels. Alcohol use decreased at the 5th and 11th grade levels. Drug use decreased at the 8th grade level. Alcohol is the most prevalently used of any drug. Students begin experimenting with all drugs between the 5th and 8th grade with alcohol being the most frequently used. Students perceive tobacco as the most harmful drug. As students' perception of risk increases, use of substances decreases.</p>	<p> Data reviewed, concerns remain unchanged</p> <hr/> <p> Data reviewed, new interpretations added</p>
<p>7. What are the possible implications of technological change for your students?</p>	<p>VYCU (Note: This data source provides a regular update on the impact of technology on the lives of students. Please click on "Views You Can Use.") US Dept of Education EDUCAUSE</p>	<p style="text-align: center;">Edit Concern</p> <p>High speed cable Internet service is available in most of the county. Some areas of the county have wireless access available also. Cell phones are ubiquitous throughout the population. Most businesses and industry require high tech skills. Putnam County Schools has added broadband access to all school sites, which has brought the availability of broadband to the regional business community as well.</p>	<p> Data reviewed, concerns remain unchanged</p> <hr/> <p> Data reviewed, new interpretations added</p>
<p>8. What outside student activities or commitments may be affecting student achievement? What are the implications?</p>	<p>School Survey (Note: No state data source exists at this time)</p>	<p style="text-align: center;">Edit Concern</p> <p>Many high school students work. All levels of students are over scheduled by extra-curricular activities, community sports events, etc., during leisure time. Therefore, little time is available for homework and</p>	<p> Data reviewed, concerns remain unchanged</p> <hr/> <p> Data reviewed, new interpretations added</p>

		extension of classroom activities. Many students come to school lacking adequate rest and nutrition.	
9. Other? Please describe		Edit Concern Please describe concerns if any	<input type="radio"/> Data reviewed, concerns remain unchanged <input type="radio"/> Data reviewed, new interpretations added
Edit Description			

DIRECTIONS: Please record priorities from the Summary of Concerns that the Committee feels may need to be included in the Plan. You will refer back to these priorities as you determine strategies and action steps in Section VI. Special Education - No achievement gap will exist in mathematics and reading/language arts among student subgroups.

PRIORITIES FROM EXTERNAL DATA ANALYSIS

Priority #1	Edit Priority	Decrease the amount of violent or threatening behavior in schools.
Priority #2	Edit Priority	Decrease the achievement gap for educationally disadvantaged students.
Priority #3	Edit Priority	

Key Outcome Indicators

Objective 1.1 There will be an annual decrease in the mathematics achievement gap between SWD and All Students. The same action steps apply to Objective 1.3

As measured by:

WESTEST mathematics data from WV Achieves Highlights. Current year - county percent of All Students proficient in math is 86%; SWD proficient in math is 60%.

Baseline Data 29%

Targets Actual

- 2005-2006 25% 2005-2006 30%
- 2006-2007 22% 2006-2007 25%
- 2007-2008 19% 2007-2008 26%
- 2008-2009 16% 2008-2009 N/A
- 2009-2010 16% 2009-2010 N/A

Objective 1.2 There will be an annual decrease in the reading/language arts achievement gap between SWD and All Students. The same action steps apply to Objective 1.4

As measured by:

WESTEST reading/language arts data from WV Achieve Highlights. Current year - county percent of All Students proficient in reading/language arts is 88%; SWD proficient in reading/language arts is 60%.

Baseline Data 28%

Targets Actual

2005-2006 24% 2005-2006 30%

2006-2007 21% 2006-2007 28%

2007-2008 18% 2007-2008 28%

2008-2009 15% 2008-2009 N/A

2009-2010 16% 2009-2010 N/A

Objective 1.3 There will be an annual decrease in the mathematics achievement gap between ED and All Students. The action steps from Objective 1.1 also apply.

As measured by:

WESTEST mathematics data from WV Achieves Highlights. Current year - county percent of All Students proficient in math is 86%; ED proficient in math is 78%.

Baseline Data 9%

Targets Actual

2005-2006 8% 2005-2006 9%

2006-2007 7% 2006-2007 9%

2007-2008 6% 2007-2008 8%

2008-2009 5% 2008-2009 N/A

2009-2010 5% 2009-2010 N/A

Objective 1.4 There will be an annual decrease in the reading/language arts achievement gap between ED and All Students. The action steps from Objective 1.2 also apply.

As measured by:

WESTEST reading/language arts data from WV Achieves Highlights. Current year - county percent of All Students proficient in reading/language arts is 88%; ED proficient in reading language arts is 81%

Baseline Data 8%

Targets Actual

2005-2006 7% 2005-2006 9%

2006-2007 6% 2006-2007 8%

2007-2008 5% 2007-2008 7%

2008-2009 4% 2008-2009 N/A

2009-2010 4% 2009-2010 N/A

CIFMS Self Assessment

Of the 32 CIFMS indicators for 2006-2007 94% were found compliant and 6% were noncompliant. Progress was made on 5 of the 7 noncompliant indicators. Strategies to reach full compliance include:

- Adhere to district policies and procedures in the evaluation/re-evaluation of referred students.
- Close the achievement gap in mathematics and reading/language arts in the special education subgroup
- Adhere to district policies and procedures in the discipline of students with disabilities.
- Increase inclusive settings for students with disabilities from ages 3-5.

Technology Goal - All students will graduate with 21st Century Skills.

The main weakness shown by the latest Digital Divide data is the age of computers. As of October 2007, 24% of school computers have operating systems below Windows XP; most are Windows 98.

The low number of digital projectors is another area of concern. While projectors are more common in secondary classrooms, few elementary teachers have projectors. The county has 190 projectors and 682 teachers. Newly adopted textbooks come with DVD and CD teaching resources, and teachers do not have full-time access to digital projectors. This prevents them from using these materials in daily instruction.

While 91% of teachers indicated that they had one or more hours of training in technology integration, staff development is third concern in light of 21st Century Skills. Due to the limited number of available staff development hours and the high number of required staff development topics, technology staff development has not been required in the past three years. Staff development has been provided primarily through the Technology Academy, which pays a stipend using Title II funds.

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

According to the OEPA, Putnam County is in compliance in every area except for AYP, which is addressed in county performance goals.

Prioritized Strategic Issues

1. All Putnam County schools will make AYP in all subgroups.
2. All Putnam County students will complete high school.
3. All Putnam County students will master 21st Century skills and tools.
4. All Putnam County teachers will be deemed Highly Qualified according to WVDE guidelines.

County Goal: Performance - The language arts proficiency levels of all students will increase.

1. The percent of students scoring at or above mastery in reading/language arts will increase. Measure WESTEST reading/language arts data from WV Achieves Highlights.
2. The percent of students scoring at or above mastery on the WV Writing Assessment will increase. Measure WV Writing Assessment.

Objective 1 - Percentage of students scoring at or above mastery in Reading/Language Arts

Year	Target	Actual
2005-2005 (Baseline)	86%	
2005-2006	88%	88%
2006-2007	90%	88%
2007-2008	92%	88.43%
2008-2009	94%	

Objective 2 - Percentage of students scoring at or above mastery in Writing

Year	Target	Actual
2005-2005 (Baseline)	85%	
2005-2006	87%	82.33%
2006-2007	91%	85.33%
2007-2008	93%	NA
2008-2009	95%	

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
July	Critical Thinking	K-5 teachers	Trainer led
August	21st Century Learning	Elementary admins	World cafe
August	Tiered Reading Model	K-3 teachers	Trainer led, hands on
August	21st Century Partnerships	K-12 teachers	Trainer led
August	I've DIBEL'd, Now What	K-3, Title I & Resource	Trainer led, hands on
August	Building 21st C. Partnerships	Elementary admins	Trainer led
August	Classroom Management	MS teachers	Trainer led
August	Cooperative Learning	MS & HS teachers	Trainer led
August	Questioning Skills	MS teachers	Trainer led
August	Univ. of Kansas Learning Strategies	MS teachers	Trainer led
August	Writing & Grammar Textbooks	MS teachers	Trainer led
August	21st Century Instruction	HS teachers	Trainer led
August	21st C. CTE Curriculum & Instruct	CTE teachers	Trainer led

August - May	New Teachers & Reading Instruction	K-5 teachers	Coaching
August - May	Partnerships w/ Home & Community	K-5 teachers & admins	Trainer led
August - May	Benchmark & Acuity	K-12 teachers	Trainer led
August - Dec.	21st Century Leadership	HS administrators	Trainer led
August - May	21st C. Curriculum & Instruction	HS teachers	Learning communities
August - June	Mentoring	HS teachers & admins	Trainer led
September	DIBELS on the Palm	K-3 teachers	Trainer led, hands on
September	Teaching with Reading Street	K-5 teachers	Trainer led
September - May	AIM for Literacy in Upper Elementary	4-5 teachers	Learning Community
September - May	Teaching Reading in the Elementary Classroom	K-5 teachers	Coaching
September - May	DIBELS Assessments	K-5 teachers	Coaching
Sept - October	Supporting Tiered Reading Model	K-3 teachers	Trainer led
September - May	Supporting Investigations Math	K-5 teachers	Trainer led, hands on
September - May	Depth of Knowledge	K-5 teachers	Learning communities
September - May	Using Benchmark Data to Inform	K-5 teachers & admins	Trainer led, hands on
October	Teaching Language Arts with Reading Street	K-5 teachers	Trainer led
October	Six Traits Writing	K-5 teachers	Trainer led
October - May	Teaching Language Arts in the Elementary Classroom	K-5 teachers	Coaching
October - May	Implementing Tiered Instruction	4-5 teachers	Trainer led
November - May	Supporting Reading Instrucion	K-5 teachers	Coaching
November	Instructional Strategies	K-12 teachers	Trainer led
December	Using techSteps to Help Students Master Core Content and Technology	5th grade teachers	Trainer led, hands on
January	Instructional Strategies	K-12 teachers	Trainer led

June	Using techSteps to Help Students Master Core Content and Technology	4th grade teachers	Trainer led, hands on
August 2008	Effective Strategies for the 90-Minute Block	HS Teachers	Trainer Led
August 2008	21st Century Teaching & Learning	HS Teachers	Trainer Led
August 2008	Using Digital Portfolios	HS Teachers	Trainer Led
August 2008	Cooperative Learning	HS Teachers	Trainer Led
July 2008 - June 2009	Project-Based Learning	HS Teachers	Learning Community & Trainer Led
August 2008	New Textbook & Electronic Resource Training	HS Language Arts Teachers	Trainer Led
August 2008 - June 2009	21st Century CSOs & Strategies	HS Department Chairs & Administrators	Trainer Led & Learning Community

Central Office staff will provide data, training, resources and technical support to teachers and principals.

Core Plan Title I Title II

CSP-1 - Review and revise systemic curriculum maps.

Core Plan Title I Title II Technology

- Identify 21st Century Teacher Leaders to guide the county revision of curriculum maps.
- Adjust the county prioritized and mapped curriculum to reflect 21st Century CSOs.
- Correlate existing district technology to revised curriculum maps.
- Provide professional development opportunities and disseminate revised curriculum maps.
- Implement 21st Century CSOs.

CSP-2A - Expand the use of standards-based instructional methods.

Core Plan Title I Title II Technology

- Provide professional development opportunities on standards-based instruction for all curricular areas and programmatic levels.

CSP-2B - Expand the use of differentiated instruction.

Core Plan Title I Title II Technology

- Implement the three-tiered instructional model for K-3 reading.
- Develop a plan for implementing tiered instruction in RLA for upper elementary students.
- Support and monitor the implementation of differentiated reading/language arts instruction at all levels.
- Provide professional development opportunities on differentiated instruction for all curricular areas and programmatic levels.
- Pilot Project Based Learning at all levels.

CSP-3A - Utilize periodic benchmark assessments to inform instruction.

Core Plan Title I Title II Technology

- Acquire and/or utilize the necessary hardware and software for systemic benchmark assessment (DIBELS, Writing Roadmap 3.0 and Acuity).
- Provide professional development on the use of benchmark assessment tools.
- Provide staff development on use of benchmark data to inform instructional decisions.
- Administer benchmark assessments and monitor progress.
- Monitor system data to adjust curricular and instructional implementations.

CSP-3B - Disaggregate data to identify systemic strengths and weaknesses.

Core Plan Title I Title II

- Disaggregate WESTEST data.
- Examine other sources of data to determine strengths and weaknesses (PSAT, ACT, SAT, AP Tests, WorkKeys, Acuity, Writing Roadmap, DIBELS, etc.)

CSP-3C - Support and encourage the use of classroom-based performance assessments.

Core Plan Title I Title II Technology

- Provide professional development to introduce classroom-based performance assessment.
- Develop and pilot various performance-based learning modules (simulations, individualized performances, webquests, etc.)
- Investigate alternate grade/mastery reporting.

CSP-4A - Provide a middle and high school curriculum of sufficient rigor and relevance to meet the needs of advanced learners.

Core Plan Title II Technology

- Provide information to middle and high school students regarding AP curriculum.
- Provide information to middle and high school parents regarding AP curriculum.
- Provide AP administrative training to all middle and high school principals and counselors.
- Continue system-wide criteria for AP examination requirements including exam fee reimbursement procedures.
- Continue system-wide criteria for AP teacher training requirements including mandatory sessions every three years.
- Increase the number of students taking and passing the AP and college entrance exams.
- Provide AP vertical teaming training for middle and high school teachers.
- Provide matching funds to purchase online AP preparation software.
- Provide a college advisory program for Buffalo and Winfield High Schools to increase the college-going rate.
- Utilize distance learning equipment to increase AP and honors courses offerings.

CSP-4B - Support and encourage student graduation.

Core Plan Title II

- Implement a school-based transition program to provide an effective and supportive freshman experience.
- Establish intervention strategies to reduce student drop-outs.

CSP-5A - Develop a cadre of strong instructional leaders for all schools.

Core Plan Title II

- Provide job-embedded, sustained, research-based professional development for all existing administrators
- Establish a recruiting and training program for potential administrators.
- Identify a cadre of potential teacher leaders for curricular leadership positions at all levels.

CSP-5B - Continue the on-going process of ensuring that all teachers meet the definition of being highly-qualified.

Core Plan Title I Title II

- Provide tuition reimbursement for teachers meeting county eligibility criteria.
- Provide support and encouragement to teachers seeking National Board Certification.

CSP-5C - Provide job-embedded, high-quality, research-based staff development on effective teaching strategies and specific content information.

Core Plan Title I Title II Title III Technology

- Continue the employment of curriculum coaches and curriculum specialists in the areas of reading, mathematics, technology integration, and early intervention.
- Provide to all professional employees a wide range of professional development opportunities to increase their effectiveness. These will include, but not be limited to, sessions on content knowledge, effective instructional strategies, curriculum development, dealing with affective issues, learning strategies, PBS requirements, and program development and enhancement, etc.
- Work with the 21st Century Teacher Leadership Institute participants to develop model classrooms for the teaching of 21st Century Skills. These model classrooms will be used as demonstration sites for the purpose of providing professional development opportunities for PK-12 teachers.

Principals will implement school-based improvements.

Core Plan Title I Title II

Principals will monitor school-based improvements and submit reports to Central Office.

Core Plan Title I Title II

County Goal: Performance - The mathematics proficiency levels of all students will increase.

1. The percent of students scoring at or above mastery in mathematics will increase. Measure WESTEST mathematics data from WV Achieves Highlights.

Objective 1 - Percentage of students scoring at or above mastery in Mathematics

Year	Target	Actual
2005-2005 (Baseline)	83%	
2005-2006	88%	84.5%
2006-2007	90%	86.43%
2007-2008	92%	86.43%
2008-2009	94%	

Date	Topic	Audience	Mode <i>(Coaching, Learning Community, or Trainer Led)</i>
Aug-November, 2008	Lenses on the Math Classroom	Secondary Administrators	Learning Community
Aug. 2008-May 2009	Technology and Math	MCE Math Teachers	Trainer Led and Coaching
Aug. 2008-May 2009	TechSteps Program	MCE core Teachers	Trainer Led and Coaching
August 2008	Questioning Skills	MCE core Teachers	Trainer Led
September 2008	First in Math	Elementary Teachers	Trainer Led and Hands On
August 2008	Using Investigations in the Classroom	Elementary Teachers	Coaching
October 2008	Assessing Student Mathematics Achievement in Investigations	Elementary Teachers	Coaching
November 2008	Geometry, Measurement, & Data	Elementary Teachers	Coaching
August 2008	Cooperative Learning	MCE Teachers	Trainer Led
August 2008	Thinkfinity Training	MCE Teachers	Trainer Led

August 2008	SLANT and LINC's Training	MCE Teachers	Trainer Led
Aug. 2008-May 2009	Whiteboard Training	MCE Teachers	Coaching
August 2008	Effective Strategies for the 90 Minute Block	HS Teachers	Trainer Led
August 2008	21st Century Teaching & Learning	HS Teachers	Trainer Led
August 2008 - June 2008	Math Leadership	Math Teachers	Learning Community
August 2008	Cooperative Learning	HS Teachers	Trainer Led
July 2008 - June 2009	Project Based Learning	HS Teachers	Learning Community and Trainer Led
August 2008 - May 2009	21st Century CSOs & Strategies	HS Department Chairs and Administrators	Trainer Led and Learning Community

Central Office staff will provide data, training, resources and technical support to teachers and principals.

Core Plan Title I Title II

CSP-1 - Review and revise systemic curriculum maps.

Core Plan Title I Title II Technology

- Identify 21st Century Teacher Leaders to guide the county revision of curriculum maps.
- Adjust the county prioritized and mapped curriculum to reflect 21st Century CSOs.
- Correlate existing district technology to revised curriculum maps.
- Provide professional development opportunities and disseminate revised curriculum maps.
- Implement 21st Century CSOs.

CSP-2A - Expand the use of standards-based instructional methods.

Core Plan Title I Title II Technology

- Monitor and support the implementation of standards-based math instruction.
- Provide professional development opportunities on standards-based instruction for all curricular areas and programmatic levels.

CSP-3A - Utilize periodic benchmark assessments to inform instruction.

Core Plan Title I Title II Technology

- Acquire and/or utilize the necessary hardware and software for systemic Acuity benchmark assessment.
- Provide professional development on the use of benchmark assessment tools.

- Provide staff development on use of benchmark data to inform instructional decisions.
- Administer benchmark assessments and monitor progress.
- Monitor system data to adjust curricular and instructional implementations.

Principals will implement school-based improvements that contribute to the improvement of mathematics performance of students.

Core Plan Title I Title II

Principals will monitor the implementation of school-based improvements and submit reports to the central office.

Core Plan Title I Title II

County Goal: Performance - The percentage of students graduating from high school will increase.

- To ensure student success in core classes leading to attainment of high school diploma. Measure Student Dropout Rate as reported by WVDE.

Objective 1- Percentage of students graduating

Year	Target	Actual
2005-2005 (Baseline)	88%	
2005-2006	89%	89.44%
2006-2007	90%	88.63%
2007-2008	91%	88.30%
2008-2009	92%	

Date	Topic	Audience	Mode (Coaching, Learning Community, or Trainer Led)
July 2008-June 2009	Freshman Transition	High School Administrators	Coaching
Aug. 2008	Cooperative Learning	MCE Teachers	Trainer Led
Aug. 2008	Questioning Skills	MCE Teachers	Trainer Led
Aug. 2008-May 2009	Technology and Language Arts	MCE R/LA Teachers	Coaching
August 2008	SLANT and LINC's Training	MCE Teachers	Trainer Led
Aug. 2008-May 2009	TechSteps	MCE core Teachers	Coaching
Aug. 2008-May 2009	Thinkfinity	MCE core Teachers	Coaching
Aug. 2008-May 2009	Whiteboard Training	MCE core Teachers	Coaching
August 2008	Effective Strategies for the 90-Minute Block	HS Teachers	Trainer Led

August 2008	21st Century Classroom & Strategies	HS Teachers	Trainer Led
August 2008 - October 2008	Intro to the Majors Training	HS Teachers	Trainer Led & Learning Community
July 2008 - June 2009	Rachel's Challenge	HS Implementation Teams	Coaching
August 2008 - October 2008	Policy 2510 & County Updates	HS Counselors & Administrators	Trainer Led
July 2008 - June 2009	Link Crew	High School Implementation Teams	Coaching
August 2008- May 2009	Portfolio Training	Portfolio Coordinators	Coaching
November 2008- May 2009	Vertical Team Articulation Training	Middle and High School Core Subject Teachers	Professional Learning Community

Central office will monitor progress of school-based initiatives.

Core Plan Title II

Central office will provide data, training, resources and technical support to principals and teachers as needed.

Core Plan Title II

Conduct systemic vertical team planning/coordination program for mathematics and English/language arts for all middle and high schools

Core Plan

Develop and implement a systemic freshman transition plan for all high schools.

Core Plan Title II

Principals will implement and monitor school-based improvements.

Core Plan Title II

Principals will monitor implementation of school-based initiatives and submit reports to the central office.

Core Plan Title II

Promote school engagement through student leadership development in all high schools.

Core Plan