

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

**CorePlan Plan**

**Plan submitted: September 15, 2011**

## Planning Committee

Name	Title	Representation
Annette Pratt		*Special Education *Administration
Barbara Wyatt		*Special Education *Teacher
Beth Pitzer		*Administration
Carol Bauer		*Technology *Teacher *Other
Chuck Hatfield		*Administration *Parent
Cindy Daniel	Dr.	*Title II *Administration
Craig Spicer	Dr.	*Parent *BOE Member
Dale Slack		*Technology *Other
Dan McKneely		*Technology *Parent
Danielle Gillispie		*Title IV *Administration *Parent
Dawn Gessel		*Technology *Administration *Parent
Doug Cross		*Administration *Parent
Elizabeth Robinson		*Title III *Teacher *Parent
Gary Walton	Mr.	*Business Community
Gina Dailey	Ms.	*Business Community
Greg Williamson		*Business Community
Jackie Chaney	Ms.	*Business Community
Jenny Nash		*Other
Joe Haynes	Mr.	*Business Community
Judy Hale	Ms.	*Business Community *Other
Karen Nowviskie	Ms.	*Administration
Kim Sigman		*Technology *Parent *Other
Kristi James		*Other
Kristina Gessel		*Student
Liz Runion	Ms.	*Technology *Teacher
Mary A. Brown		*Title III *Teacher
Mary Beckelhimer	Ms.	*Technology *Administration
Melissa Ballard	Mrs.	*Parent
Mike Cunningham, Dr.		*Other
Patricia Banning		*Title III *Teacher
Patsy Smith	Ms.	*Administration
Penny Fisher	Dr.	*Title III *Title IV *Special Education *Administration
Rebecca Meadows		*Title I *Administration *Parent *Early Childhood
Richard Grim	Mr.	*Technology *Administration
Sara Welch	Ms.	*Technology *Administration
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Tanner Sigman		*Student

### **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 regular 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 and technology team, which are 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 planning team also included local community members representing the public library, chamber of commerce, higher education, businesses, 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 Outcome Indicators

Putnam County Schools continues to make progress towards all students achieving mastery. Students with disabilities and economically disadvantaged students are not improving at the same rate as all students. An implication that can be drawn is that additional support is needed to help some teachers address the needs of these students and additional resources must be directed towards these groups of students.

## External Trend Data

2010 US Census data indicate Putnam County's population grew by 7.6% from 2000-2010 to 55,486 people. Although still a predominately white county (92%), Putnam County is becoming more diverse. Census numbers reflect that the Hispanic population has grown by 85%, the black population has grown by 67%, and the Asian population has grown by 38%.

Although the percentage remains relatively small, the number of homeless and economically disadvantaged students continues to increase. Several public housing facilities have opened in the county, resulting in a widening gap between middle class and economically disadvantaged families. Putnam County is relatively prosperous when compared with other counties in the state.

In August 2009, Putnam residents passed a \$57 million bond, the first since 1976. Revenues generated from the bond, local funds, and the School Building Authority have allowed the county to begin 11 building projects.

## Student Achievement Data

A comprehensive analysis of trend data and WESTEST II Scores has been done. Putnam County Students at all grade levels scored above the starting points in reading/language arts and math. Students with disabilities and economically disadvantaged students did not perform as well as the total population in both mathematics and reading/language arts. The achievement gaps have increased as the test rigor has increased. The subgroup SWD prevented three of the four middle schools from meeting AYP. Three of the county's fourteen elementary did not meet AYP, specifically with the Low SES Math subgroup. None of the county's four high schools made AYP due to the new graduation rate calculations, although the schools had higher graduation rates than several schools across the state that did make AYP. As a county, Putnam had a higher graduation rate (78.19%) than eleven counties statewide that did make AYP. Cohorts have also been examined to look for growth from one grade level to another.

In reading/language arts, male students performed at lower achievement levels than females. Science achievement levels have increased to be almost on an equal basis with Mathematics. Social Studies achievement levels have remained lower than the other three content areas. Math achievement decreased in grades three and four. On the ACT EXPLORE and PLAN, Putnam County students score at or above state and national averages. Putnam students scored first in the state in math, second in English, third in Science, and 5<sup>th</sup>/6<sup>th</sup> respectively in Reading subtests. ACT scores are significantly higher than state and national averages with the exception of math at the national level.

With regard to benchmark assessment data, both county and school level administrators have reviewed the data and have used it to adjust instruction accordingly, especially for students who are performing below mastery. Teachers meet on a regular basis to review the data and develop interventions as needed. Specific assessments used include DIBELS, Acuity, WV Writes, Quick Phonics Screener, as well as formative classroom assessments.

## Other Student Outcomes

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. Putnam County is consistently above the state average in attendance and graduation rates. The drop-out rate is consistently lower than the state rate; the college going rate is 70.8%, the fifth highest in the state. An increasing number of LEP students are demonstrating proficiency on the WESTELL.

Current year data (2010-2011) from the PRIDE Survey indicate that alcohol use decreased at the 8<sup>th</sup> and 11<sup>th</sup> grade levels. Tobacco and drug use also decreased at the 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade level. Alcohol is the most prevalently used drug. The number of violence and/or weapon related incidents in or around school grounds has decreased.

Student focus groups were held last year as part of the Frontline Dropout Prevention grant that PCS received. Students from each of the high schools provided feedback on their perceptions of school and why they think students drop out. Plans are to pursue an Innovation Zone dropout prevention grant as a means of increasing graduation rate/decreasing dropout rate.

Of the 18 ADA indicators for 2010-2011 school year, 13 were found compliant and 5 were noncompliant. Improvement activities and strategies to meet full compliance include:

- Review Poly 2419 guidelines and train referral officers, diagnosticians and psychologists.
- Adhere to district policies and procedures in the evaluation/re-evaluation of referred students.
- Review IEPs to insure LRE has been recorded correctly.
- Review WVEIS records to determine patterns of removals and convene meetings if warranted, to improve behaviors.
- Close the achievement gap in mathematics and reading/language arts in the special education subgroup.
- Broaden inclusive programming at all levels for students with disabilities.

Putnam County Schools will use the WVDE High Quality Standards when planning high quality, research based professional development. This year's plan will address Common Core standards, integration of technology, effective math strategies (particularly at the elementary level), AP training, using PBL in the classroom, co-teaching, collaboration, as well as other effective professional development practices. The county also is planning to partner with MU to establish PDS schools.

When compared with the state, Putnam County students continue to achieve at high levels. Putnam County Schools provides resources to ensure that all students succeed academically, physically, socially, and emotionally. Root causes of negative behaviors are explored as trends emerge from data sources.

## **Analysis of Culture, Conditions and Practices**

The number of teachers not meeting HQT continues to increase, especially in exceptional education and high schools high need content areas. Although not at 100%, PCS continues to make every effort to recruit and retain highly qualified teachers. The latest report indicates a county percentage of almost 93% HQT.

The county has also analyzed data as related to administrator turnover. Data indicate that as many as 60% of PCS administrators could retire within the next five years. As a result, the county has established a Leadership Academy to train aspiring administrators and is partnering with MU to offer a certification program in Leadership Studies for the academy participants.

Putnam County is expanding the number of PreK sites, both collaborative and school based, in accordance with the expectation of 100% universal access by 2012.

With regard to technology, the main weakness shown by the latest Digital Divide data is the lack of workstations in the secondary schools. As of July 2011, 10 of 14 elementary schools met the 3:1 ratio. The schools not meeting the standard needed 20 or less computers. One secondary school met the 2:1 ratio and another may meet it with the addition of a mobile lab this month. A third school needs 20 workstations; the remainder need between 75 and 300 computers to meet the ratio. Another concern is the lack of presentation equipment. Most schools will have mounted projectors, interactive whiteboards, and document cameras in all classrooms by May 2012. Additionally, teacher training in the integration of effective technology resources will be an emphasis for the next several years. Teachers will need extensive professional development as we move to digital instructional resources. A robust wireless network is another need to prepare for 1:1 computing. A technology integration plan and comprehensive technology audit are priorities for the county.

District level administrators meet regularly with school administrators to discuss expectation, etc. Regular monitoring occurs at all levels with frequent school visits. Classroom walkthroughs are completed by building level administrators. County staff work with the administrators to provide professional development, resources, and support. A culture of high expectations, coupled with mutual respect and trust, is key to the success of Putnam County Schools.

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.

**Core - HQT Performance - The number of teachers meeting HQT standards will increase.**

Objective 1 - All students will be taught by teachers who meet the federal definition of Highly Qualified

Percentage of Highly Qualified Teachers		
Year	Target	Actual
2010-2011	95.5%	92.9%
2009-2010	95.5%	96.8%
2008-2009	95.5%	94.9%
2007-2008	95%	95.3%
2006-2007	94.5%	95.7%
2005-2006	94%	91%

Measure: Percent of teachers meeting the definition of being highly qualified as determined by the personnel department of Putnam County Schools Monitoring

*The director of personnel will annually at the beginning of each school year compile a list of teachers not meeting the federal definition of being highly qualified. Those not meeting the definition will be apprised of the actions necessary to become highly qualified. Support Tuition reimbursement program and National Board of Professional Teaching Standards Support Program.*

HQT1 - Putnam County Schools will provide tuition reimbursement to teachers completing courses to meet HQT.

Core Plan Title I Title II

HQT2 - Putnam County will continually recruit teachers who meet the qualification of HQT.

Core Plan Title II

HQT3 - Putnam County will provide a support program for teachers completing the National Board process.

Core Plan Title II

HQT4 - 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.

**Core - Math Performance - The mathematics proficiency levels of all students will increase.**

Objective 1 - The percent of students scoring at or above mastery in mathematics will increase.

Percentage of students scoring at or above mastery in Mathematics		
Year	Target	Actual
2011-2012	83%	
2010-2011	83%	59.23%
2009-2010	88%	59.10%
2008-2009 (Baseline)	83%	73.33%
2007-2008	92%	86.43%
2006-2007	90%	86.43%
2005-2006	88%	84.5%
2005-2005 (Baseline)	83%	

Measure: WESTEST II mathematics

M1 - 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 math instruction.

M2a - 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.

M2b - Disaggregate data to identify systemic strengths and weaknesses.

Core Plan Title I

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

M3 - Central Office staff will provide data, training, resources and technical support to teachers and principals.

Core Plan Title I Title II

M4 - Begin implementation of math Common Core Standards.

Core Plan Title II

- Provide professional development for Kindergarten teachers in Math Common Core.
- Revise elementary report card to reflect Common Core Math Standards.

M5 - Provide job-embedded, high-quality, research-based staff development on effective teaching strategies and specific content information.

Core Plan Title I Title II 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, collaborative teaching, working with parents, 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.

M6 - 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 Winfield High Schools to increase the college-going rate.
- Utilize distance learning equipment to increase AP and honors courses offerings.

M7 - Principals will implement school-based improvements that contribute to the improvement of mathematics performance of students.

Core Plan Title I Title II

**Core - RLA Performance - The language arts proficiency levels of all students will increase.**

Objective 1 - The percent of students scoring at or above mastery in reading/language arts will increase.

Percentage of students scoring at or above mastery in Reading/Language Arts		
Year	Target	Actual
2011-2012	86%	
2010-2011	86%	60.78%
2009-2010	88%	56.2%
2008-2009 (Baseline)	86%	66.44%
2007-2008	92%	88.43%
2006-2007	90%	88%
2005-2006	88%	88%
2005-2005 (Baseline)	86%	

Measure: WESTEST II reading/language arts

Objective 2 - The percent of students scoring at or above mastery on the Writing cluster of the Reading/Language portion of WESTEST II will increase.

Percentage of students scoring at or above mastery in Writing		
Year	Target	Actual
2011-2012	85%	
2010-2011	85%	64.78%
2009-2010	87%	62.88%
2008-2009 (Baseline)	85%	71.22%
2007-2008	93%	NA
2006-2007	91%	85.33%
2005-2006	87%	82.33%
2005-2005 (Baseline)	85%	

Measure: WESTEST II writing

RLA1 - Expand the use of standards-based instructional methods.

Core Plan Title I Technology

- Provide professional development opportunities on standards-based instruction for all reading/language arts and writing.

RLA2 - Expand the use of differentiated instruction and support for personalized learning.

Core Plan Title I Technology

- Support the three-tiered instructional model for K-3 reading.
- Support implementation of 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.

RLA3a - Utilize periodic benchmark assessments to inform instruction.

Core Plan Title I Technology

- Acquire and/or utilize the necessary hardware and software for systemic benchmark assessment (DIBELS, Writing Roadmap 3.0, Acuity and Acuity Unwired).
- 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.

RLA3b - Disaggregate data to identify systemic strengths and weaknesses.

Core Plan Title I

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

RLA3c - Support and encourage the use of classroom-based performance assessments.

Core Plan Title I 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.

RLA4 - 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 Winfield High Schools to increase the college-going rate.
- Utilize distance learning equipment to increase AP and honors courses offerings.

RLA5 - Provide job-embedded, high-quality, research-based staff development on effective teaching strategies and specific content information.

Core Plan Title I Title II 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, collaborative teaching, working with parents, 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.

RLA6 - Principals will implement school-based improvements.

Core Plan Title I Title II

**Core - Student Support - The percentage of students graduating from high school will increase to 90% by 2020.**

Objective 1 - Students will pass all core classes and earn credit to assure attainment of high school diploma.

Percentage of students graduating		
Year	Target	Actual
2011-2012	92%	
2010-2011	92%	78.19%
2009-2010	92%	88.55%
2008-2009	92%	88.44%
2007-2008	91%	88.30%
2006-2007	90%	88.63%
2005-2006	89%	89.44%
2005-2005 (Baseline)	88%	87.66%

Measure: Student Dropout Rate as reported by WVDE

SS1 - Central office will implement strategies for addressing the graduation rate.

Core Plan Parental Involvement

- Continue to receive student feedback and early warning indicators from Frontline Dropout Prevention Program (secondary).
- Continue support of Freshman Transition Plan.
- Explore career development opportunities for middle school students.
- Plan for the implementation of a New Tech High School in the Buffalo attendance area as part of the IZ Dropout Prevention Grant.
- Continue support for GWES, GWMS, and BHS Next Generation transformations.

SS2 - Central office staff will implement and support non-traditional and alternative education services to increase student success.

Core Plan Dropout/Alternative Education

- Implement a day-time Alternative Education Program for identified at-risk students.
- Implement the Option Pathway Program for identified at-risk students.
- Provide additional counselor and social worker for Poca High School.
- Investigate an intervention program for at-risk 8th grade students.
- Provide support for expectant mothers and mothers with infants.

SS3 - The county will provide opportunities to create a total school environment that is conducive to healthy eating and being physically active.

Core Plan Dropout/Alternative Education

- Implement the grab and go meal program.
- Support healthy eating initiatives in individual schools (i.e. National Dairy Board)
- Support schools as they seek grants to fund wellness activities (PEIA Wellness, etc.)
- Participate in RESA III Wellness Council.

SS4 - The Central Office Staff will collaborate with a variety of stakeholders to develop, support and contribute to a positive school climate.

Core Plan Dropout/Alternative Education Parental Involvement

- Support and expand PBS in identified schools.
- Support Covey's Leader in Me Program at Hurricane Town Elementary.
- Develop school-wide learning outcomes for grades K-12 that emphasize trust, respect and responsibility.
- Create a Pupil Services Department for Putnam County Schools to coordinate with community agencies such as Juvenile Justice, Legal, DHHR, Drug Court, etc.
- Participate in the County Drug Task Force.
- Implement a student drug testing program for those who participate in extra-curricular activities and student drivers in middle and high school.
- Meet regularly with parent groups including PCS Parent Advisory Council, Exceptional Education and Title I parent groups.
- Work with Chamber of Commerce and other community groups and business to enhance secondary and post-secondary opportunities.

**Technology - All students will graduate with the technology skills necessary to become productive citizens.**

Objective 1 - There will be an increase in the number of schools in Putnam County that have user to computer ratios that support 21st century learning and assessment.

School Year	Number of schools meeting the student state target	
	Elementary (K-5) – 3:1	Secondary (6-12) - 2:1
2008-2009	2 of 14 schools met	0 of 9 schools met
2009-2010	9 of 14 schools met	0 of 9 schools met
2010-2011	10 of 14 schools met	1 of 9 schools met
2011-2012		
2012-2013		

As measured by: Student to Computer Ratio (based on XP and above July 2011 survey)

School Year	Number of schools meeting the teacher state target – 1:1
2008-2009	7 of 23 schools met
2009-2010	20 of 23 schools met
2010-2011	21 of 23 schools met
2011-2012	
2012-2013	

As measured by: Teacher to Computer Ratio (based on XP and above July 2011 survey)

Objective 2 - There will be an increase in the number of Putnam County students who are technologically literate.

As measured by: techAttain reports for Putnam County 2010-2011 (published July 2011)

Grade	YTD AVG Projects per Student		AVG Profile Attainment Points	
	2009-10	2010-11	2009-10	2010-11
<b>K</b>	<b>2.33</b>	<b>3.80</b>	<b>NA</b>	<b>NA</b>
<b>1</b>	<b>0.00</b>	<b>2.30</b>	<b>NA</b>	<b>NA</b>
<b>2</b>	<b>0.00</b>	<b>2.33</b>	<b>NA</b>	<b>NA</b>
<b>3</b>	<b>0.02</b>	<b>1.98</b>	<b>0.44</b>	<b>31.35</b>
<b>4</b>	<b>2.42</b>	<b>3.64</b>	<b>45.15</b>	<b>75.50</b>
<b>5</b>	<b>2.82</b>	<b>3.34</b>	<b>66.03</b>	<b>125.38</b>
<b>6</b>	<b>3.10</b>	<b>2.99</b>	<b>50.26</b>	<b>61.99</b>
<b>7</b>	<b>3.33</b>	<b>2.82</b>	<b>114.78</b>	<b>103.22</b>
<b>8</b>	<b>3.45</b>	<b>3.36</b>	<b>109.13</b>	<b>176.00</b>

Objective 3 - There will be an increase in the number of classrooms with presentation stations.

School Year	Percentage of classrooms with projector.
2008-2009	53%

2009-2010	60%
2010-2011	85%
2011-2012	
2012-2013	

As measure by: Digital Divide Survey (7/11 survey)

**Title I - The district will implement the Title I programmatic requirements as defined by NCLB.**

- TI 01 - Putnam County Schools Title I program will be an integral part of the county's coordinated plan for using all NCLB funds as a part of an overall educational reform strategy for the school system. Additional staffing and resources are provided to Title 1 schools for the improvement of student achievement. Putnam County Schools Title I Program will serve the top five highest poverty elementary schools. Highly qualified teachers will be supported with Title 1 funds. Schools will be provided with sufficient resources to implement instructional best practices.
- TI 02 - All Title I Schools will implement Tier 2 and Tier 3 Instruction as a part of the "Response to Intervention" Instructional Model. High quality professional development will be provided to school personnel and community-based organizational personnel.

Beginning Date	Ending Date	Other Date	Related Goal(s)	Topic	Audience	Mode	Funding Source(s)	Local Use
		TBD	Increase proficiency in technology and literacy	Social Studies Acadmey	Social studies teachers	Trainer led hands on, online courses	Local, Step 7	
Jul 01, 2011	Jun 29, 2012		Increase graduation rate	Professional Learning Communities	Middle & High School teachers	Teacher led PLCs	Title II and Local funds	
Jul 01, 2011	Jun 29, 2012		Increase graduation rate	New Tech High Planning	BHS & central office staff	Site visits, conferences	Local funds and grant	
Aug 01, 2011	Aug 12, 2011		Increase math proficiency	Math Academy	3-5 teachers	Trainer led	Title II and local funds	
Aug 15, 2011	Aug 16, 2011		Increase reading and math achievement	Implementing Common Core Standards	Kindergarten teachers	Trainer led	Title II and local funds	
Aug 22, 2011	May 11, 2012		Number of highly qualified teachers will increase	Leadership Studies Cohort	Selected teachers	Graduate coursework	Title II	
Aug 22, 2011	May 11, 2012		Number of highly qualified teachers will increase	Reading Specialist Cohort	Elementary teachers	Graduate coursework	Title II	
Aug 22, 2011	May 31, 2012		Increase math and reading proficiency	Research based literacy, numeracy and technology strategies	PK-5 teachers	Coaching	Title I, Title II and local funds	
Sep 15, 2011	Mar 30, 2012		Increased reading and math proficiency	Acuity and Acuity Unwired	3rd - 11th grade teachers	Trainer led, hands on	Local funds	
Oct 03, 2011	Feb 29, 2012		Increase writing proficiency	WV Writes	3rd - 11th grade teachers	Trainer led, hands on	Local	
Oct 03, 2011	May 31, 2012		Increase math proficiency	Secondary Math Curriculum Revision	Middle/high school teachers	Trainer	Local funds	
Oct 17, 2011	May 31, 2012		Increase math and reading proficiency.	Data Director	Teachers at selected schools	Trainer led, hands on	Local	
Nov 01, 2011	Feb 29, 2012		Increase math proficiency	Math Academy Follow-up	3-5 teachers	Trainer led	Title II and local funds	
Nov 01, 2011	Feb 29, 2012		Provide students and teachers with increased access to 21st century tools and resources for instruction, acceleration and remediation in all curriculum areas.	techSteps K-8	K-8 core teachers	Trainer led, hands on	Local	