

**Appalachia Regional Comprehensive Center  
ARCC Management Plan  
West Virginia  
Project Year: 2007-2008**

<b>NCLB Goals (Check all that apply)</b>	<b>State Goals (Check all that apply)</b>	<b>Absolute Priorities (Check all that apply)</b>
<p><input checked="" type="checkbox"/> All students will reach high standards at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-14.</p> <p><input type="checkbox"/> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.</p> <p><input checked="" type="checkbox"/> By 2005-2006, all students will be taught by highly qualified teachers.</p> <p><input type="checkbox"/> All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p><input checked="" type="checkbox"/> All students will graduate from high school.</p>	<p><input checked="" type="checkbox"/> All students shall master or exceed grade level educational standards.</p> <p><input checked="" type="checkbox"/> All students shall receive a seamless pre-kindergarten through 20 curriculum designed and delivered with broad stakeholder involvement to promote lifelong learning.</p> <p><input type="checkbox"/> All students and school personnel shall develop and promote responsibility, citizenship, strong character and healthful living.</p> <p><input checked="" type="checkbox"/> All students shall be educated in school systems that operate and deliver services efficiently and effectively.</p> <p><input checked="" type="checkbox"/> All students shall be educated by highly qualified personnel.</p>	<p><input checked="" type="checkbox"/> Focus on states</p> <p><input checked="" type="checkbox"/> Crosscutting expertise</p> <p><input checked="" type="checkbox"/> Assess the improvement needs of districts and schools and assist in developing solutions to address those needs</p> <p><input checked="" type="checkbox"/> Build and sustain systemic support for district and school improvement efforts to close existing achievement gaps, adopt proven practices to improve instruction and achievement outcomes and improve the tools and systems for school improvement and accountability for achievement outcomes</p> <p><input checked="" type="checkbox"/> Knowledge and expertise</p> <p><input checked="" type="checkbox"/> Coordination and Cooperation</p>

**Approved by**

\_\_\_\_\_  
**Director's Signature/Date**

\_\_\_\_\_  
**SEA Official/Date**

\_\_\_\_\_  
**State Liaison/Date**

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**ARCC Evaluator/Date**

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REV 2007

**PROJECT NARRATIVE**

**Project Title:** Hands-on, 8<sup>th</sup> grade assessment to evaluate the mastery of SEA technology content standards and objectives  
**Project Number:** WV01

**All state projects are designed to increase the capacity of the SEA and must meet one or more of the NCLB Goals, State Goals, and Absolute Priorities.**

<b>Context and current status of the state work</b>	Currently, West Virginia is working to develop a curriculum built on the belief that quality, engaging instruction must be built on a curriculum that triangulates rigorous 21 <sup>st</sup> century content, 21 <sup>st</sup> century learning skills, and the use of 21 <sup>st</sup> century technology tools. In this context, the state is supporting the use of technology in instruction to improve learning and to provide students the opportunity to learn skills and competencies essential to meet those goals. The SEA needs to build capacity to determine the success of the new curriculum by implementing an 8 <sup>th</sup> grade technology assessment tool to be given statewide.
<b>Rationale for the current project</b>	The current project will expand the capacity of the SEA to assess the new learning skills and technology tools curriculum by determining the specific technology skills and competencies needed for success at the 8 <sup>th</sup> grade level. Additionally, the SEA will work in conjunction with the ARCC staff and consultants to locate and select problem sets appropriate for use on this specific assessment and a pilot test will be developed. The SEA and ARCC staff will pilot the assessment to determine its effectiveness, plan for modifications as needed, and work toward building an assessment to implement statewide.

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**State:** West Virginia: 8<sup>th</sup> grade assessment to evaluate the mastery of SEA technology content standards and objectives

**NCLB Area: Assessment and Accountability.** States will assess student performance in reading/language arts and mathematics in grades 3-8 and at least once in grades 10-12 each year. By the 2007-08 academic year, states must also develop science assessments, to be administered at least once in each of three grade spans: 3-5; 6-9; and 10-12. States will develop plans to close the achievement gap and ensure that all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not achieve Adequate Yearly Progress (AYP) must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not achieving AYP targets after five consecutive years, make dramatic changes to school operations.

**Vision for state capacity:** By 2010 WVDE will have an assessment to evaluate and monitor the learning skills and technology tools curriculum mastery levels of eighth grade students

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
<b>Capacity Building</b>	State accurately assesses the improvement needs of its districts and schools	Year 1	Year 2		
	State develops solutions to address those needs		Year 3		
	State builds and sustains systemic support for district and school improvement efforts				
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description: Educational materials were obtained from CCAA and professional development was delivered through book study and access to experts in the field. Technology Standards and Objectives were studied and an assessment of their impact on educational achievement was taken. Plans were made to continue to stress the importance of the use of technology in learning through 8<sup>th</sup> grade technology assessment.

Year 2 description: The National Technical Advisory Committee provided assistance in evaluating methods of assessing technology skills for use in an evaluation instrument at 8<sup>th</sup> grade.

Year 3 description: The SEA plans to determine specific technology skills and competencies to be assessed at 8<sup>th</sup> grade. Problem sets for use in assessing these skills will be identified and a test will be piloted.

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**Project Title:** 8<sup>th</sup> grade assessment to evaluate the mastery of SEA technology content standards and objectives

**Project Goal:** Monitor and assess 8<sup>th</sup> grade student ability to use technology effectively to facilitate learning

**Integration with previous and projected projects:** Expanded project from Year 2.

**Project Number:** WV01

**Project Area:**  Assessment & Accountability  Teacher Quality  State System of Support  Instructional Improvement  Parent Involvement

**Focus area or category:**  Reading  Math  Science  Technology  All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
1. Enhance the capacity of the SEA to assess eighth grade students' technology and problem solving skills	1.1a Collaborate and convene meetings with the WVDE and experts in the field to determine skills and competencies to be assessed, technical specifications, scoring requirements and other issues pertaining to implementing a statewide assessment of technology proficiency.	July 1, 2007- May 30, 2008	Teams and initial meetings held by Sept. 1, 2007	Brenda Williams, Jan Barth, Jorea Marple, WVDE selected staff, John Ross, Karen Bradley, Jeannine Branch, Laurene Johnson, John Putnam	SEA- serve as team members, select problem set team evaluators, work with teams to review and analyze problem sets and create scoring tool, assist in planning pilot site implementation, review project success and revision of assessment, address issues and risks	Builds SEA's knowledge base through professional development  Increases SEA's capacity to determine problem sets that align with NCLB, WV Content Standards and Objectives, and 21 <sup>st</sup> Century Learning Skills	Professional development plan and schedule of meetings  Meeting Agendas	A team of educational professionals will evaluate and select problem sets for use on an 8 <sup>th</sup> grade technology assessment by Nov. 1, 2007.
	1.1b Help determine criteria for selecting appropriate problem sets to use for an eighth grade technology assessment	July 15, 2007- Jan. 30, 2008	Problem sets and implementation issues identified by Oct. 15, 2007	Brenda Williams, Jan Barth, Jorea Marple, WVDE selected staff, John Ross, Karen Bradley, Jeannine Branch, Laurene Johnson, John Putnam	ARCC- provide access to experts in the field and facilitate understanding, provide technical assistance in generating sample formats for technology assessment using problem sets, provide technical assistance in planning, development, and implementation of an 8 <sup>th</sup> grade assessment, provide technical assistance and support to teams at pilot test sites	Increases SEA's capacity to create and customize an instructional tool to evaluate 8 <sup>th</sup> grade students' use of technology to solve problem sets for successful statewide implementation	Pilot 8 <sup>th</sup> grade technology assessment and scoring tool	A team of educational professionals will develop an 8 <sup>th</sup> grade technology assessment by Feb. 1, 2008.
	1.1c Assist in pilot site implementation to determine effectiveness of assessment and plan for full implementation statewide	Feb. 1, 2007- May 30, 2008	Technical skills assessed at pilot sites through the use of problem sets by Oct. 1, 2007	Brenda Williams, Jan Barth, Jorea Marple, WVDE selected staff, John Ross, Karen Bradley, Jeannine Branch, Laurene Johnson, John Putnam		Builds SEA's capacity to provide a framework to LEAs to meet NCLB requirements, improve instruction, and increase learning		An 8 <sup>th</sup> grade technology assessment will be piloted by March 15, 2008.

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**PROJECT NARRATIVE**

**Project Title:** Raise student performance and close achievement gaps through the use of technology in scientifically research-based instructional models

**Project Number:** WV02

**All state projects are designed to increase the capacity of the SEA and must meet one or more of the NCLB Goals, State Goals, and Absolute Priorities.**

<b>Context and current status of the state work</b>	West Virginia is committed to enabling students to succeed in the classroom and the global digital workplace. To this end, the SEA has been training Technology Integration Specialists to work within the schools, supporting and modeling the use of technology for instruction and learning. Many special education teachers and media specialists have also been trained in the use of technology tools to support learning as they collaborate with the regular classroom teacher.
<b>Rationale for the current project</b>	Project #2 would educate more teachers about the operation of technology tools and their uses in a high quality educational program. This project would enable the SEA to provide effective training programs by evaluating the effectiveness of the program to promote positive instructional change among past participants. The SEA hopes to build on this work by training more teachers to use technology in research-based instruction and by promoting effective collaboration among teachers in an instructional setting. In addition, the SEA plans to provide taped models of high quality instruction for teacher training programs. Achievement of technology skills will provide students the foundation they need for later intellectual challenges in all programs of study and for the workplace of the 21 <sup>st</sup> century.

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**State:** West Virginia    Raise student performance and close achievement gaps through the use of technology in scientifically research-based instructional models

**NCLB Area: Teacher Quality.** All students will be served by highly qualified teachers—those who are fully certified, with at least a bachelor’s degree and demonstrated competence in subject knowledge and pedagogy. States will develop, implement, and monitor plans to ensure that all teachers are highly qualified, and that high poverty or high minority schools are not served disproportionately by teachers who are not highly qualified.

**Vision for state capacity:** By 2010 WVDE will have created a network of Technology Integration Specialists to support and strengthen the skills of highly qualified teachers to raise student achievement and close achievement gaps.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
<b>Capacity Building</b>	State accurately assesses the improvement needs of its districts and schools				
	State develops solutions to address those needs				
	State builds and sustains systemic support for district and school improvement efforts		Year I	Year 2	
	State improves the tools and system it employs for school improvement and accountability			Year 3	

Year 1 description: Professional development and technical assistance was provided to plan and execute the training of a cadre of Technology Integration Specialists from across the state. These specialists were charged with bringing innovative and technology integrated instruction to the classroom in order to increase learning and raise achievement.

Year 2 description: Additional cadre members were trained to provide instruction and support in the use of technology to strength the instructional skills of teachers and to raise student achievement. Special Education and Media Specialists were targeted for technology training and professional development on collaboration and team teaching.

Year 3 description: Technology Integration Cadre was expanded. Instructional models were developed and are ready for distribution in state for professional development training. A system for evaluating the effectiveness of the Technology Integration Cadre and it’s impact on instruction and learning was developed and implemented.

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**Project Title:** Raise student performance and close achievement gaps through the use of technology in scientifically research-based instructional models

**Project Goal:** Improve teacher quality and instructional delivery through the use of technology in instruction to improve instruction

**Integration with previous and projected projects:** Expanded from Year 2 work

**Project Number:** WV02

**Project Area:** \_\_\_Assessment & Accountability \_\_\_X Teacher Quality \_\_\_State System of Support \_\_\_Instructional Improvement \_\_\_Parent Involvement

**Focus area or category:** \_\_\_Reading \_\_\_Math \_\_\_Science \_\_\_Technology \_\_\_X All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
2. Enhance the capacity of the WVDE to train, support, and evaluate a Special Education Technology Integration Specialist Cadre, Technology Integration Media Specialist Cadre, and a Technology Integration Specialist Cadre designed to collaborate with teachers across the state enabling them to meet the needs of all students and increase instructional quality and achievement.	2.2a Collaborate to customize and expand training modules for additional members of the technology integration specialist cadre to support high quality instruction utilizing technology and emphasize collaboration among educational professionals	July 1, 2007- June 30, 2008	Summer training completed by Sept. 1, 2007  Follow-up sessions and professional development completed by May 30, 2008	Jeannine Branch, John Ross, Laurene Johnson, Brenda Williams, Lynn Boyer, existing Technology Integration Specialist cadre members, selected WVDE technology staff, Special Education Departments	SEA- provide staff to conduct training and expand the technology integration specialist model; monitor and promote professional development throughout the year on effective teaching methods, lesson design, and collaboration	Increases the SEA's capacity to raise student achievement and close achievement gaps of students in all subgroups by promoting high quality instructional methods and materials  Builds SEA's capacity to assist LEAs in effective integration of technology to raise student achievement and improve instruction	Needs assessment data  Training agendas and schedules  Implementation plans	Additional Technology Integration Specialists will be trained as a result of the needs assessment by May 30, 2008.  Technology integration specialists will be introduced to strategies improving instruction through the use of technology by May 30, 2008.
	2.2b Design and promote an effective instructional model including technology integration specialist cadre members and regular education members for increased student achievement featuring Universal Design by David Rose	August 1, 2007- Jan. 15, 2008	Design team selected and meeting schedules set by Sept. 30, 2007  Professional development completed by May 30, 2008	Jeannine Branch, John Ross, Laurene Johnson, Brenda Williams, Lynn Boyer, existing Technology Integration Specialist cadre members, selected WVDE technology staff, Special Education Departments	ARCC- Provide access to experts in the field to support and facilitate knowledge of the use of technology and collaboration in high quality instruction, provide technical assistance to support and facilitate face-to-face and online professional development; provide materials needed to support professional development efforts	Increases the SEA's capacity to improve the effectiveness of instruction through a collaborative teaching model with an emphasis on Universal Design	Trainings	Technology integration specialists will be introduced to strategies designed to increase collaboration among themselves and regular educators by May 30, 2008.
	2.2c Provide technical assistance to establish criteria and a system for evaluating the effectiveness of technology integration specialist training and it's impact on learning	August 1, 2007- Feb. 1, 2008	Evaluation team formed by Sept. 1, 2007  Evaluation completed by Jan. 30, 2008	Jeannine Branch, John Ross, Laurene Johnson, Brenda Williams, Lynn Boyer, existing Technology Integration Specialist cadre members, selected WVDE technology staff, Special Education Departments		Measures objectives and uses an effectiveness metrics to determine project effectiveness		Models of effective teaching featuring technology specialists and regular educators will be available for professional development sessions by May 30, 2008.

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**PROJECT NARRATIVE**

**Project Title: Differentiate and customize models of instruction, curriculum, and instruction to raise student achievement and close achievement gaps of subgroups**  
**Project Number: WV03**

**All state projects are designed to increase the capacity of the SEA and must meet one or more of the NCLB Goals, State Goals, and Absolute Priorities.**

<b>Context and current status of the state work</b>	West Virginia is committed to establishing rigorous academic standards and providing high quality teaching and learning in the public schools. Content standards and objectives have been refined and expanded and are now ready for implementation. Curriculum guides for some subjects have been written and sixteen high schools were evaluated for instructional quality and learning environment with recommendations given for improvement. The state hopes to have an objective way to measure and assess instruction and learning in schools across the state.
<b>Rationale for the current project</b>	The current project will enable the SEA to develop curriculum guides and quality sample instructional units for teachers of science and math. These resources will promote a seamless progression of skills and knowledge in the areas of science and math and will promote high quality instruction. A self-appraisal instrument and an instrument for external evaluation of instruction and learning will provide a means to assess instructional quality and to plan for improvement. Examples of exemplary instructional practices will further build the capacity of the SEA to bring raise awareness of and support for best practices in education.

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**State:** West Virginia: Differentiate and customize models of high quality curriculum standards and instruction to raise student achievement and close achievement gaps of subgroups.

**NCLB Area: State System of Support.** State education agencies will create and sustain statewide systems of support and technical assistance for districts and schools identified as in need of improvement. School support teams, assistance from distinguished educators, and other ongoing and coordinated approaches will be employed to support districts and schools.

**Vision for state capacity:** By 2010 teachers will have access to a system of customized models focusing of high quality curriculum and instruction for all West Virginia Content Standards and Objectives at every level.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
<b>Capacity Building</b>	State accurately assesses the improvement needs of its districts and schools	Year 1	Year 2		
	State develops solutions to address those needs		Year 3		
	State builds and sustains systemic support for district and school improvement efforts				
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description: ARCC provided research and professional development on quality instructional guides and components of 21<sup>st</sup> Century Model High Schools that work. A book study was conducted to build background and facilitate knowledge of high quality instructional programming.

Year 2 description: A customized model of assessment focusing on instruction, curriculum, and implementation was developed by SEA and then delivered at 16 high school pilot sites across the state. Data was collected at pilot sites, analyzed and summarized. Pilot schools received feedback from assessment and are in the process of creating instructional improvement plans to address weaknesses.

Year 3 description: A customized tool of self -assessment will be available for schools to use in analyzing instructional programs and planning for improvement. Science and math units will be available to teachers to guide instruction and promote research-based practices. Instructional programs will be evaluated and professional development will be analyzed through an appraisal system to be used in schools where specific leadership training has occurred. Research-based instruction will be promoted by identify and modeling exemplars of good practice.

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**Project Title:** Differentiate and customize models of instruction, curriculum, and implementation to raise student achievement and close the achievement for subgroups.

**Project Goal:** Implement models for strengthening and assessing school effectiveness

**Integration with previous and projected projects:** Expanded and extend projects from Year 2

**Project Number:** WV03

**Project Area:** \_\_\_Assessment & Accountability \_\_\_Teacher Quality \_\_\_State System of Support XInstructional Improvement \_\_\_Parent Involvement

**Focus area or category:** \_\_\_Reading \_\_\_Math \_\_\_Science \_\_\_Technology XAll

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
Enhance the capacity of WVDE to differentiate and customize models of curriculum, instruction, and implementation to raise student achievement and close the achievement gap for subgroups	3.3a Identify and provide content expertise and technical assistance to facilitate and guide the development of standards-based units in science and math	July 1, 2007- May 30, 2008	Content facilitators selected by Sept. 30, 2007 Units reviewed and prepared March 1, 2008 Units available by May 1, 2008	Jorea Marple, Carla Williamson, selected WVDE staff, Jeannine Branch, John Putnam ARCC selected consultants and staff	SEA- knowledge acquirement, generate sample units in science and math, plan and provide professional development, disseminate information, hire migrant education worker, plan and implement steps to appropriately satisfy needs of migrant population in the state	Increases SEA's capacity to raise student achievement and close achievement gaps of students in all subgroups by identifying and promoting high-quality instructional methods and materials	Science and math standards-based units of study	Science and math standards-based units will be available by May 30, 2008.
	3.3b Guide WVDE through the process of customizing a system of self-appraisals for use in state schools to determine progress in implementing research-based instructional practices	Sept. 1, 2007 – February 1, 2008	Team formed to develop a system of internal appraisals by September 1, 2007	Stan Hopkins, Betty Jo Jordan, selected WVDE staff, OEPA staff, Jeannine Branch., John Putnam, selected Superintendent Cabinet Members, Laurene Johnson, and selected ARCC staff and consultants	ARCC- provide access to content experts in the field and facilitate the creation of high quality content guides; provide technical assistance to generate an assessment tool allowing schools to self-evaluate instructional quality and promote research-based instruction; provide technical assistance to generate an assessment tool to evaluate instructional quality and promote research-based instruction; provide technical assistance to identify and capture models of good practice; provide access to experts on migrant education and Federal law relating to migrant students and facilitate bringing state into compliance	Increases SEA's capacity to provide concrete examples of high-quality instruction in science and math	Appraisal system for self-evaluating use of research-based instructional practices	An internal appraisal instrument will be available for LEA use to evaluate instructional integrity by January 15, 2008.
	3.3c 3b Guide WVDE through the process of customizing a system of external appraisals for use in state schools to determine progress in implementing research-based instructional practices and guide future professional development	July 1, 2007- July 1, 2008	Team formed to develop a system of external appraisals by September 1, 2007 Evaluation team trained to implement by January 15, 2008	Karen Huffman, Chuck Heknlén, Sharon Harsh, Jeannine Branch, selected WVDE staff, selected ARCC staff,		Increases SEA's ability to provide LEAs a system to internally self-assess instructional programs and to plan for improvement	Appraisal system for evaluating research-based instructional practices	An appraisal instrument will be available for SEA use to evaluate instructional integrity by January 15, 2008.
	3.3d Instruct in use of research and industry standards and models of good practice to identify, capture, and disseminate exemplars of	July 1, 2007-June 30, 2008	Team formed by September 15, 2007 Models of good practice taped by May 30, 2007 Professional development	Stan Hopkins, Betty Jo Jordan, Carla Williamson, selected WVDE staff, Jeannine Branch, John Putnam, Team members, and		Increases SEA's ability to evaluate LEA instructional programs and to plan for improvement to raise	Professional development to promote and disseminate exemplars of good practice	On-line tapes of exemplary instructional practice will be available for teachers statewide by June 30, 2008.

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	good practice		completed by May 30, 2008	selected ARCC staff and consultants, John Ross, Laurene Johnson		achievement		
	3.3e Implement steps to bring SEA into compliance regarding migrant education Federal policy	August 1, 2007- June 30, 2008	Planning meeting held by August 1, 2007 Facilitate reinterview and interview process to identify migrant population by November 1, 2007 Develop an action plan for addressing migrant population educational needs	Jan Stanley, Terri Collier, Jeannine Branch, Robert Hagerman, selected ARCC staff and partners, selected WVDE staff		Increase SEA's ability to comply with Federal laws relating to migrant students and plan for the educational needs of children of migrant workers		Educational plan for migrant children in state

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**PROJECT NARRATIVE**

**Project Title: Drop Out Prevention  
Project Number: #4**

**All state projects are designed to increase the capacity of the SEA and must meet one or more of the NCLB Goals, State Goals, and Absolute Priorities.**

<b>Context and current status of the state work</b>	WVDE will work to implement research-based solutions to keep all students in school until graduation. This work will focus on two areas: 1) adolescent literacy which is tied to a regional project and 2) a standards-based counseling program which incorporates the use of a Mentor/advisee program and is part of a new initiative for the WVDE.
<b>Rationale for the current project</b>	In light of the new rigorous curriculum and increased graduation requirements set forth by the SEA, more attention must be paid to the struggling student who is at risk of not achieving at his/her fullest potential or dropping out of high school altogether. Interventions and alternative strategies must be available to catch these students and support their educational success. In addition, personal support is needed by all students for goal setting, career planning, and personal growth. This project will increase the SEA's capacity to strengthen the support system available for student success in the public schools.

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**State:** West Virginia: Drop Out Prevention

**NCLB Area: Instructional Improvement.** To achieve Adequate Yearly Progress (AYP) for all student subgroups, instruction must be of high quality. States will assist district and schools in learning to identify and implement effective, research-based instructional strategies.

**Vision for state capacity:** By 2010 West Virginia will have lowered the high school drop out rate and there will be an increase in student achievement and the social climate of schools will be improved.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
<b>Capacity Building</b>	State accurately assesses the improvement needs of its districts and schools				
	State develops solutions to address those needs	Year 1			
	State builds and sustains systemic support for district and school improvement efforts				
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description:

Year 2 description:

Year 3 description: The SEA will seek to increase retention at the high school level and raise student achievement by implementing a standards-based counseling program utilizing a Mentor/Advisee program and by improving literacy instruction at the adolescent level.

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**Project Title: Drop Out Prevention**

**Project Goal:** To develop a counseling program which address personal, social, and academic needs of middle and high school students and to improve adolescent literacy instruction

**Integration with previous and projected projects:** Integrated with regional project on Adolescent Literacy

**Project Number:** #4

**Project Area:** \_\_\_Assessment & Accountability  **Teacher Quality** \_\_\_State System of Support \_\_\_Instructional Improvement \_\_\_Parent Involvement

**Focus area or category:** \_\_\_Reading \_\_\_Math \_\_\_Science \_\_\_Technology  **All**

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
To increase student achievement and increase graduation rates	4.4a Identify strategies and provide resources to WVDE to improve adolescent literacy instruction	July 30, 2007 to June 30, 2008	Research provided by August 1, 2007 Professional development delivered by September 30, 2007	Jorea Marple, Lynn Boyer, Carla Williamson, Jeannine Branch, Karen Bradley, selected WVDE staff, selected ARCC staff, and NCFL	SEA- Design Mentor/ advisee program, deliver professional development, monitor pilot sites.; use resources to plan and deliver professional development for LEAs	Increases the SEA's capacity to raise achievement and lower drop out rates improving literacy instruction at the adolescent level and by developing a content standards based counseling program featuring an advisor/ advisee component	Structure and piloting of new counseling program	Professional development on adolescent literacy will be held by September 30, 2007
	4.4b Identify strategies and provide resources to create and implement a new counseling program at the high school level featuring an advisor/ advisee component	July 1, 2007 to June 30, 2008	Research provided by September 30, 2007 Program developed by February 1, 2008 Professional development delivered to LEAs by June 1, 2008	Betty Jo Jordon, Jack McClanahan, Barbara Blackburn, Jeannine Branch, Karen Bradley, selected WVDE staff, selected ARCC staff and consultants, SREB	ARCC- Provide research and access to experts and materials through partners and content centers, assist SEA in planning and delivery of professional development		Professional development for adolescent literacy instruction	Content standards for counseling program at grades 9-12  Plan for new organizational structure of counseling program at high school level

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**PROJECT NARRATIVE**

**Project Title: Parental Involvement Project to Build Success, Healthy Students**  
**Project Number: #5**

**All state projects are designed to increase the capacity of the SEA and must meet one or more of the NCLB Goals, State Goals, and Absolute Priorities.**

<b>Context and current status of the state work</b>	The WVDE will conduct a state Parent Conference and follow-up Parent Academies involving parent participants from all 55 counties. By bringing together parents from all districts in the state, the project will assist districts and schools to build their own capacity to sustain strong parent involvement through resource development, knowledge base, and distribution of materials. The forum would focus on ways to support success in school and issues related to wellness and success in life. NBLB advocates regular, two-way communication between home and school involving student academic learning and other school activities.
<b>Rationale for the current project</b>	The WVDE is committed to establishing a forum to communicate that parental involvement and support makes a great deal of difference in children's school performance and plans to support and promote more parental involvement in all phases of the educational system in the state.

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**State:** West Virginia: Parental Involvement Project to Build Successful, Healthy Students

**NCLB Area: Parent Involvement.** States will ensure that districts and schools develop and implement written parent involvement policies to engage parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. States will assist districts and schools to build their capacity to sustain strong parent involvement.

**Vision for state capacity:** By 2010 WVDE will have implemented a successful and effective parental involvement program aimed at supporting successful and healthy students.

		Levels of Implementation			
		Exploration	Emerging Implementation	Full Implementation	Sustainability
		Senses needs; Acquires needed knowledge and skills; Disseminates essential information	Identifies and engages stakeholders; Designs actionable plans	Implements plans with fidelity and consistency; Monitors and refines implementation using data	Scales up and institutionalizes implementation
<b>Capacity Building</b>	State accurately assesses the improvement needs of its districts and schools				
	State develops solutions to address those needs		Year 1		
	State builds and sustains systemic support for district and school improvement efforts				
	State improves the tools and system it employs for school improvement and accountability				

Year 1 description:

Year 2 description:

Year 3 description: ARCC will assist the SEA in developing and implementing a plan to promote parental involvement in the state by providing a Parent Involvement Conference and follow-up Parent Academies focusing on specific topics relating to student achievement, wellness, and success in life.

**Appalachia Regional Comprehensive Center  
ARCC Management Plan  
West Virginia  
Project Year: 2007-2008**

**Project Title:** Parental Involvement Project to Build Successful, Healthy Students

**Project Goal:** To support student academic success and wellness issues by involving and educating parents

**Integration with previous and projected projects:** New project with planned follow-up projects next year

**Project Number:** 5

**Project Area:**  Assessment & Accountability  Teacher Quality  State System of Support  Instructional Improvement  Parent Involvement

**Focus area or category:**  Reading  Math  Science  Technology  All

Project Objective(s)	Project Activities	Activity Start and End Dates	Activity Milestones	Staff Involved	Roles of the SEA and the ARCC	Ways that the project builds state capacity	Expected Outputs	Expected Outcomes
To support school success by establishing a system to involve parents in the education of their children and to educate them on topics affecting physical and emotional wellness and achievement	5.5a Collaborate to design and deliver a statewide Parent Involvement Conference involving all 55 counties	July 1, 2007- May 15, 2008	Resources and research shared by September 1, 2007 Conference held by December 1, 2008	Pam Cain, Jeannine Branch, Anita Deck (WVPC), ARCC selected staff and consultants, selected WVDE staff, NCFL	SEA- Serve as team members, attend professional development sessions, knowledge acquirement, disseminate information, facilitate meetings and conferences for parents	Increases SEA's capacity to raise student achievement, increase graduation rates, and close achievement gaps by educating parents on the importance of their involvement in the educational process	Parent Involvement Conference  Follow-up parent involvement Academies on spific topics	Increase in parent involvement throughout the state by June 30, 2008  A Parent Involvement Conference will be held By February 15, 2008
	5.5b Identify and utilize resources to design and deliver additional Parent Academies to further educate and involve parents on topics to support student success and well being	December 1, 2007- June 30, 2008	Conference materials created and agenda set by February 1, 2008 Local academies planned and completed by May 30, 2008	Pam Cain, Jeannine Branch, Anita Deck, ARCC selected staff and consultants, selected WVDE staff	ARCC- Provide access to experts in the field and facilitate knowledge acquirement, provide technical assistance in planning, development, and implementation of parent involvement program	Increases SEA's capacity to educate parents on ways they can have a positive impact on their child's success in school and in life  Increases SEA's capacity to reach parents across the state to support healthy children		Follow-up Parent Academies will be held by June 30, 2008  WV students will benefit from more parent involvement in their education