

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Kenneth Heiney

Official School Name: Wirt County High School

School Mailing Address:
Wirt County High School
P. O. Box 219
Elizabeth, WV 26143-0219

County: Wirt State School Code Number*: 094501

Telephone: (304) 275-4241 Fax: (304) 275-3271

Web site/URL: http://www.edline.net/pages/WirtHS E-mail: kheiney@access.k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Daniel Metz

District Name: Wirt County Schools Tel: (304) 275-4279

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Rader

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 8484

Average State Per Pupil Expenditure: 8688

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 9 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	43	34	77
2			0	10	41	44	85
3			0	11	39	41	80
4			0	12	42	38	80
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							322

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
100 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	322
(5)	Total transferred students in row (3) divided by total students in row (4).	0.081
(6)	Amount in row (5) multiplied by 100.	8.075

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 151

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 39

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>20</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>24</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	97%	97%	97%
Daily teacher attendance	97%	98%	97%	97%	98%
Teacher turnover rate	2%	1%	1%	1%	1%
Student dropout rate	3%	3%	3%	3%	3%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	53	
Enrolled in a 4-year college or university	51	%
Enrolled in a community college	6	%
Enrolled in vocational training	2	%
Found employment	17	%
Military service	8	%
Other (travel, staying home, etc.)	9	%
Unknown	7	%
Total	100	%

PART III - SUMMARY

Wirt County High School (WCHS) is an inviting learning community where we are "Building the Best!" It is a school where students, staff and parents embrace the challenges of No Child Left Behind (NCLB) and develop opportunities for all students to learn and retain 21st century skills to become competent life-long learners and contributing, responsible citizens. WCHS is located in the rural town of Elizabeth, West Virginia. It is located at 791 Mulberry Street, a quiet residential street and is adjacent to the town library and local Board of Education. Wirt County is one of 55 counties in West Virginia and is noted to be the smallest county based on population.

WCHS is unique in its own way because administrators, faculty, and staff get to know our students personally. This relationship allows our school to focus on the individual needs of the students while achieving the goals set forth in our mission statement and NCLB. WCHS envisions that "all children can learn." WCHS focuses on 21st century knowledge and skills. Our school has made its mission to rise to the challenge of the new Content Standards and Objectives (CSOs) which require more relevance and rigor for the students. Our school's environment is student-centered. Students achieve their full potential through a progressive education that stresses advanced technology, critical thinking, and healthy living with high regard for the Arts. Our goal for all students is to graduate with 21st century knowledge and skills, prepare for success in an appropriate post-secondary education program, and responsibly live, learn and thrive in a digital global society. All classes offered at WCHS require students to demonstrate 21st century skills. The faculty and students utilize various programs offered by the state department to enhance learning. These programs include, but are not limited to, Acuity, Teach 21, and Intel. Teachers utilize cross-curricular units and Project Based Learning to make students' education challenging and meaningful.

WCHS is rich in tradition, from athletics to school organizations such as Future Farmers of America (FFA) and Future Business Leaders of America (FBLA) - the traditions carry on. Being a small school, our students are actively involved in many co-curricular and extra-curricular activities. The community actively supports our school by forming support groups, participating in functions, and providing monetary support through fundraisers and other events hosted by our organizations. Our school's volleyball team has been state single A champions the last seven years. Our local FBLA group has had several state winners and two national winners in Desktop Publishing. Our local FFA group has winners at the state level as well. Our students have organized and presented workshops and programs at national conventions and have been recognized as one of the first groups to initiate a student training program in which the students teach the teachers on Google products. These trainings were initiated by Mark Moore from the West Virginia Department of Education. This successful program was piloted throughout the state by other schools.

Although our school is rural, our focus on technology is paving the way for many schools and programs around us. Our vocational department was recognized as an Exemplary Career and Technical School in 2008 and WCHS was recognized as a Distinguished school based on the NCLB data. Our faculty and students are technologically literate and are not afraid of the new challenges that are put before them. Training sessions, through our Technology Integration Specialist (TIS), prepare our faculty to be ready to tackle the constantly changing world of technology. Our faculty and students have the opportunity to learn new skills and use the most advanced technology available. Our community provides funding for equipment and reaps the rewards with technology training sessions provided by the students. With this support, our school is progressing towards the 21st century.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The West Virginia Education Standards Test (WESTEST) is administered to all West Virginia public education students in grades 3-10 each year. This criterion referenced test is designed to measure student achievement of West Virginia Content Standards and Objectives (WV CSOs) in reading/language arts, math, social studies and science. There are five levels of student achievement:

Distinguished: An exception/exemplary performance that goes beyond course or grade level standards.

Above Mastery: A competent/proficient performance that exceeds course or grade level standards.

Mastery: A solid academic performance that meets course or grade level standards.

Partial Mastery: A basic understanding performance but lacks consistent application of course or grade level standards.

Novice: A performance that does not demonstrate fundamental knowledge/skills of course or grade level standards.

All students are expected to score at Mastery or above in reading/language arts and math by 2014. Adequate Yearly Progress (AYP) standards are established yearly as a means to measure equitable progress towards the 2014 goal.

In addition to the WESTEST, all tenth graders in West Virginia participate in the West Virginia Writing Assessment. This test assesses a student's ability to demonstrate the following writing skills: organization, development, sentence structure, and word choice and language development. Results of this test are analyzed to determine corrective teaching needs for individual students and for making curricular changes. The results are not considered in meeting NCLB standards. However, this assessment provides information vital to curriculum and instructional decisions.

WESTEST five year trend data for WCHS shows an overall rise in achievement for all students in both reading/language arts and math. In reading/language arts, the percentage of all students scoring Mastery or above has risen from 67% to 87%; in math the percentage of all students scoring Mastery or above has risen from 69% to 87%. Significant gains were shown in the Highly Proficient area during this five year period in Math and Reading/Language Arts. The percentages increased from 19% to 35% in Math. The percentages increased from 33% to 55% in Reading/Language Arts. Scores for the economically disadvantaged demonstrate the same level of improvement. In 2004 testing data, 50% of students in this subgroup scored at Mastery or above in math and 58% scored at these levels in reading/language arts. The 2008 data show 87% scoring proficiency in math, an increase of 31% and 87% scoring proficiency in reading/language arts, an increase of 27%.

The number of students in the special education subgroup is less than 50 students, resulting in the data for these terms not being included in determining AYP. Examination of the trend data for this subgroup show an 8% increase for proficient in math and an 11% increase for proficient in reading/language arts.

2. Using Assessment Results:

Our school improvement process is driven by multiple methods of assessment which provide data about individual student progressive achievement, grade level/course curriculum strengths and weaknesses, program effectiveness and progress toward meeting NCLB state goals.

At the beginning of each school year, teachers and other staff members examine WESTEST results to identify students at each grade level not achieving Mastery. Using this data and classroom records, students are referred to our “Extra Help Time” to improve weaknesses and to help them master WV CSOs.

Teachers meet in department teams to analyze data and determine the effectiveness of their previous year’s instruction. Weaknesses are identified and adjustments are made in curriculum and/or instructional strategies. This opportunity to collaborate provides a continuous focus on improving teacher effectiveness and ensuring higher levels of achievement for all students.

Teachers use assessment data of students assigned to each class period to determine any general class weaknesses. Instruction is planned to address those areas of weakness in the previous grade level curriculum, as well as to address WV CSOs for the current grade level. This process of reviewing data, planning effective instructional strategies, teaching, assessing and re-teaching is an on-going practice at WCHS.

Other assessment data used in this on-going process of improving school effectiveness and increasing student achievement include West Virginia Writing Assessment, Plan Test for 10th graders, benchmarking, formative assessments, individual achievement and ability tests, textbook tests, teacher developed quizzes/tests and informal assessments such as projects, group activities, discussions and peer evaluations. As a result of this continuous data analysis and implementation of curriculum and instructional changes as needed, achievement for all students has increased, as reflected in the attached 5 year WESTEST data.

3. Communicating Assessment Results:

WCHS communicates assessment and performance data to students, parents and community in various ways. Open house is held in May for incoming 9th graders/parents and in August for all students/parents to acquaint them with procedures, policies, information on mid-term progress reports and grading criteria. Information is updated regularly using Edline to inform parents of important information and student accomplishments. Honor rolls are posted in local newspapers and Podcasts and projects created by students are posted on the school website. Teachers blog with parents and students and post daily assignments and grades online. ParentLink, a phone informational system, is used to remind parents and students of important dates and school functions.

Mid-term reports are provided to each student. If a student has a failing grade of a D or F, a conference is scheduled. Teachers also schedule a conference with parents of any student receiving failing grades on report cards. Teachers utilize phone calls, emails and notes in student agendas/planners to ensure that parents are informed and involved in our mission to ensure students become productive and competent life-long learners.

In September, WESTEST results are shared with students; those who earn Distinguished are recognized in front of the student body for their accomplishment. The school counselor explains performance indicators so that each student is able to identify his/her strengths and weaknesses in the core subject areas. A letter which provides this information is given to each student to take home with individual test results.

The school counselor explains the results of the West Virginia Writing Assessment and PLAN results with the students prior to sending that information home to parents. The West Virginia School Report Card with school, county and state results of all West Virginia testing programs is available for all students, shared in an open Local School Improvement Council meeting, with local newspapers, and posted on county and state websites.

Parents of students with disabilities are provided mid-term progress reports and attend annual Individual Education Plan (IEP) and triennial re-evaluation meetings. Parents review test data, strengths and weaknesses are identified and plans with goals and modifications are developed to help each student master the content.

4. Sharing Success:

Students, teachers, and administrators share successes within our school district, state and on national levels. Within Wirt County, teachers provide workshops for technology programs and projects compiled in classes. School wide interdisciplinary meetings allow teachers time to share instructional activities and programs. Departmental meetings allow for sharing and developing successful transitional activities for students moving from middle school to high school. Middle school teachers work with high school teachers and counselors to recommend appropriate higher level courses. School assemblies are held to recognize student's achievements for WESTEST and students of the month.

WCHS teachers and students present at various state and national conferences. Our art teacher sends students' three dimensional art work to Tamarack, a state cultural art center and two dimensional works to the West Virginia Cultural Center for the annual Youth Art Month Celebration. Our teachers present at our local RESA agency, statewide and nationally regarding a variety of 21st century skills. West Virginia administrators and teachers have visited WCHS to observe various programs, particularly computer labs and Enhancing Education Through Technology (EETT).

Students in FBLA and FFA have attended and presented at state and national conventions and conferences, winning various competitions for the last five years. Virtual Schools students and teachers have presented and were recognized at state and national conferences. Additionally, 21st century technology has provided many opportunities for sharing success and ideas with other educators around the state as teachers participate in on-line courses and in networking with other professionals.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

WCHS's mission is to rise to the challenge of the new CSOs which require more relevance and rigor for all students. As a school, WCHS's goal is to provide real-world situations for students to enrich their learning. WCHS classes demand students to demonstrate 21st century skills to better prepare them for their futures. The school utilizes various programs offered by the state department to enhance the learning of students; these programs include, but are not limited to, Acuity, Teach 21, and Intel. Teachers utilize cross-curricular units and Project Based Learning to make students' education challenging and meaningful.

In addition, students have a 20 minute extra help period at the end of the day. If students are not required by a teacher to attend or do not voluntarily attend, then they participate in multi-cultural, character, physical activity and wellness, motivation, or student performance opportunities as a school. The responsibility is placed on students to guarantee that all work is completed according to curriculum requirements. Students also participate in cooperative learning when they complete digital projects using programs such as MovieMaker, Photo Story 3, Audacity, and many others. Teachers have also made themselves and their classrooms accessible by utilizing the following: Edline to post grades, assignments, quizzes, and student work; Google for email, documents, and blogs; and textbooks online for online essay scoring and note-taking. The curriculum at WCHS has evolved from lessons and units to real-world application and student evaluation of how information applies to today's society.

English/Language Arts & Reading: The curriculum requires students to apply grammar to their writing and locate instances in society where grammar is incorrect. Literature requires students put themselves in the place and time of a character to learn. Students evaluate what they read and apply to the world today. Many forms of technology are used in English, especially MovieMaker, Flip cameras, laptops, Audacity, Holt online, Writing Roadmap, and Mimios.

Mathematics: Grade level courses offer state required curriculum with regard to the needs of students. Teachers use real-world application problems and standards-based lessons from Teach 21 website. Differentiated instruction with Tier 1 and 2 is also utilized in many lessons. Projects, cooperative learning, and peer tutoring by Mu Alpha Theta members enhances learning.

Science: Teachers rely on Inquiry based lessons from Teach 21 website and Lab-aids. Students are required to apply concepts to economic issues affecting our world. Students conduct hands-on studies and evaluate results to analyze their predictions. Teachers also use virtual reality labs as tutorials.

Social Studies: Technology is essential daily to view historical events as well as current events. Teachers also have students use Mp3 recorders, Flip cameras, Photo Story 3, MovieMaker, laptops, and Mimios for an interactive approach to history. This allows teachers to present CSOs appropriately for individual and group instruction depending on learning styles. Project based learning allows students to be engaged in real-time, real-life application to people, places, and time periods.

Spanish: Multiple levels of Spanish are offered for students. Students write and perform dialogue in Spanish demonstrating correct grammar and enunciation. Curriculum uses cooperative learning and conversation between student and teacher. Students also respond to and write about graphic prompts to study and research various Spanish speaking cultures.

Performing Arts/Health: Instruction is visual and demonstration is based on students actively executing the assignments. A new dance class uses Dance Dance Revolution and choreographed dances that students must

learn to understand culture and era. Theatre and visual arts are performed and displayed around the school. Art exhibits showcase student work for the school and the community.

2b. (Secondary Schools) English:

Wirt County High School English teachers have created a standards-based curriculum mapping that reflects the new CSOs. This curriculum has been designed to assure success for all students, whether they are in skilled, professional, or advanced placement classes. All students receive a minimum of 45 minutes per day of English instruction. Whether students demonstrate reading or writing skills on grade level or below, there are various techniques used by the teachers to accommodate their needs. For instance, reading assistance is provided through Victor Readers, books on CD which can be downloaded to Mp3 players, and Scope magazine. Students who read at grade level yet struggle with comprehension take advantage of many opportunities provided by teachers to enhance student understanding of literature. These opportunities include some of the following: reenact scene, transform book into a play, Jeopardy and memory games, blogs and literature circles, family genealogy associated to book, and analyzing literature using a MovieMaker or PowerPoint template.

Students also respond weekly to expository, descriptive, narrative, or persuasive writing prompts; many of these responses are submitted to the teacher via Google documents. Programs such as SAS in Schools, Microsoft Word, and Google documents are used to edit the spelling and punctuation of written responses. Final submission of essays is often done using either Writing Roadmap or Holt online to score essays in a similar way to the WV Writing Assessment. The rubrics in these programs are comparable to the WV Writing Assessment rubric and often indicate the skills students need to improve. Finally, daily bellwork edited on the Mimio is geared toward grammar and usage rules students will encounter on the WESTEST and ACT. They practice locating and evaluating the correct answer. These concepts correlate to the textbooks where the rule is reinforced.

3. Additional Curriculum Area:

Wirt County High School's mission clearly states, "Our focus will be to graduate all students with 21st Century knowledge and skills, prepare for success in an appropriate post-secondary education program, and responsibly live, learn and thrive in a digital global society." Teachers, administration and support personnel realize that technology has the key role and cross curricular cohesion, binding 21st century learning together using standards-based delivery. One of the many ways that Wirt County High School has enhanced education through technology is to employ a full time Technology Integration Specialist. A policy of "No Excuse" is implemented by the administration and TIS that all teachers will have students use technology and technology tools throughout the educational process with no excuses of why it was not used. Teachers use the school labs and mobile laptop labs daily.

Students are enrolled in the West Virginia Virtual Schools programs participating in electives in foreign languages, English, science and computing. WCHS has a Google apps domain, WirtCHS.net, to which the students and teachers collaborate using Gmail, Word, Excel and presentation online tools. Assignments are turned in by students and reminders and instructional aides are sent to them by teachers utilizing the email. Google sites and blogger are used for creating web publishing, collaborative wiki pages and presentation of ideas across all curriculum and classrooms. These tools enhance online journaling and critical thinking communication.

Project Based Learning uses technology as a tool, enhancement and guide throughout the Wirt County High School setting. Projects by students using audacity for Podcasting, Photo Story 3 for digital storytelling and Microsoft MovieMaker for video presentations are embedded into the projects. Rubrics are posted on class web sites hosted on the school Edline site.

4. **Instructional Methods:**

WCHS has a wide range of students; there are accommodations made daily for students to ensure achievement. Currently, WCHS has an extra help period for 20 minutes at the end of the day when students can go to classrooms for extra help. The students may work individually with the teacher or they may be peer-tutored. This extra help time has greatly increased the number of students achieving a C or above as a grade. Emphasis is placed on math and English; however, students may seek help in other core classes and electives if it is needed.

Math, especially, is utilizing tiered instruction to meet the needs of individual students in different learning groups. The majority of classes also provide differentiated instruction which presents students with multiple options to process information in classes. Through these options, learning styles are also taken into consideration and students can process and express what they have learned in ways appropriate for their learning styles. Science classes in particular employ stations so students can process information individually and use peer help when necessary. Classes require projects that use cooperative learning and skills essential in the 21st century. Cooperative learning allows flexible grouping where students learn through research, evaluation, and presentation. This type of student work is inquiry based and requires numerous processing strategies.

For students who have IEPs, there is a resource room available in the building where students may go for assistance. For example, if an accommodation is to have test questions read, a student may take his or her English test to this room to receive this modification. This room is an essential resource for students with IEPs. Finally, there is constant collaboration among teachers to enhance the classrooms. Subject area teachers have corresponding planning periods to pull resources, share, and assist with instructional methods.

5. **Professional Development:**

Wirt County Schools has an extensive and comprehensive continuing education program that is aligned with the West Virginia Department of Education. Ongoing embedded professional development and support is provided to all staff members before, during and after school at WCHS through the EETT TIS positions. Funding is provided for teachers and other staff members to attend state and national level workshops and conferences throughout year. WCHS teachers and staff attended two days of eight hour trainings during the summer of 2008. Introduction and training of the new WV CSOs and integrated Teach 21 web site started the summer sessions. An end user training on Thinkfinity.org as a resource for both students and teachers was performed by a TNR-2 county trainer. Training on Project Based Learning was performed by the county TISs, emphasizing the development of standards-based projects, integrating techniques, and tools such as podcasting, video presentations and digital story telling.

WCHS teachers attended a week long WVDE Teacher Leadership Institute in Morgantown that focused on project based learning, 21st century skills for students and differentiated instruction. In addition, the principal completed 21st Century Institute Professional Development and Training Leadership.

Staff development programs at WCHS are focused on the enhancement of student achievement. WCHS English and Math teachers have been trained on Acuity Online Benchmarking tools to provide the much needed rigor that is being introduced on the upcoming WESTEST 2 test. The TLI participants and county teachers are participating in an online book study on Ted McCain's book *Teaching for Tomorrow* to improve their 21st century teaching repertoire.

The embedded and full time TIS, funded by the EETT grant, at WCHS performs daily intense professional development to all teachers. Training on SAS in schools, Writing Roadmap, Audacity, Edline, Google products, GIMP, Thinkfinity, Intel, PodCasting, VodCasting, Mimios, Document Cameras, 21st century web resources and interactive White boards is continuous.

Staff development decisions are data and research based. Analysis of student achievement data, staff evaluations/continuing education programs and informal evaluations drive the types of professional development given.

6. School Leadership:

The structure of leadership of WCHS involves all stakeholders. WCHS is fortunate to have a principal, vice principal, department chairs, staff of 28, student council, student body of 322 and supportive parental community. The principal involves staff, students, parents, and community members to participate in all aspects of WCHS.

The first example to illustrate this is our 8th grade parent meeting held in early May each year. During this time the principal, counselor, and staff members present to incoming 9th grade students information to assist in their transition to the high school. Topics discussed include but are not limited to: policies regarding grading, graduation credits, attendance, discipline, and homework. Staff members present information regarding programs that are co-curricular and extra-curricular. Expectations relating to schedules, interaction with other students and staff are clearly communicated and reinforced through the school Edline web site. An emphasis on 21st century skills and technology is presented to both students and parents.

Another example of the principal's integral leadership part is leading staff and departmental meetings. These meetings are essential to establish policies and reinforce required implementation of 21st century skills and CSOs. Two policies, "No Excuse" and "Zero Zeros," have been implemented by the principal to WCHS. "No Excuse" policy defines that no excuses are accepted from teachers about the inability or use of technology for teaching in this 21st century environment. Staff members are required to implement a "Zero Zeros" policy to ensure students complete all assignments without a zero. All students are expected to complete all assignments, even if they have to attend the extra help period at the end of the day. These policies demonstrate decisions leaders have to make to guarantee success of all students.

The principal makes certain that teachers are involved with the type of curriculum offered to all students through collaborative schedules, curriculum mapping, and the implementation of new curricular programs. Information is communicated to parents through such sources as evening meetings, LSIC meetings, BOE meetings, emails, school web site, ParentLink phone calls and traditional mail system.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: West Virginia Educational Standards Test (WESTEST)

Edition/Publication Year: 2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery and Above	88	80	65	74	70
Above Mastery and Distinguished	35	30	23	23	20
Number of students tested	78	88	69	83	76
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	1	3	0	1	2
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Mastery and Above	87	76	44	59	50
Above Mastery and Distinguished	12	20	7	17	8
Number of students tested	28	51	34	30	27
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Mastery and Above		22	8	50	14
Above Mastery and Distinguished		0	0	8	7
Number of students tested		10	15	12	15
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 10 Test: West Virginia Educational Standards Test (WESTEST)
Edition/Publication Year: 2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery and Above	87	80	69	81	77
Above Mastery and Distinguished	55	40	34	36	33
Number of students tested	78	88	69	88	75
Percent of total students tested	99	99	99	99	100
Number of students alternatively assessed	1	3	0	1	2
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Mastery and Above	79	72	47	73	58
Above Mastery and Distinguished	25	27	13	28	4
Number of students tested	28	51	34	30	27
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Mastery and Above		22	8	33	14
Above Mastery and Distinguished		0	0	17	0
Number of students tested		10	15	12	15
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: