

# TUCKER COUNTY SCHOOLS-CNTY WIDE PERSONNL

**084 501 TUCKER COUNTY HIGH  
SCHOOL  
RT. 1 BOX 153  
HAMBLETON WV 26269**

**CorePlan Plan January 26, 2010**

Located at the center of Tucker County, Tucker County High School offers a variety of Honors and AP courses as well as courses in the arts and technical education. Our status as a comprehensive high school allows students to access our career and technical center via a connecting hallway from the high school to the career center. Student have the option of taking on-campus college courses through Eastern Community and Technical College via the internet or onsite instruction. To complete the high school experience, Tucker County High offers a variety of athletic teams, school clubs, community service projects, work-based learning, and community- adult interaction.

Tucker county High School has adopted the *High School That Work* initiative, strengthening our curriculum through the addition of AP classes, differentiated learning, project-based learning, collaborative learning, advisor-advisee program, Gear Up program, and site-based management. Tucker County High Schools`adoption of the senior project has assisted its students with the formation of long-term goals, planning time, and task commitment. These strategies have raised our standards as well as enabled us to better meet the varied needs of individual students. By raising the bar, we are able to instill a strong work ethic and a strong self-confidence level, enabling every student to reach his or her full potential.

Understanding the need for our students to be part of the community and for the community to be part of our school, we have established a positive and active relationship with our LSIC, Partners in Education, and local businesses. Local community members are encouraged to mentor our students formally and informally in a attempt to establish dialogue that will help adults as well as students understand the need and joy of life-long learning.

As our world changes around us it is imperative that we change as well. We must prepare our student for success in the 21st Century. By incorporatating critical thinking skills, creative thinking skills, project-based learning, cooperative learning and technical skills we believe that we can achieve our goal.

## Planning Committee

Name	Title	Representation
April Miller, LSIC		*Business Community
Beth Cleavenger	LSIC member	
Bruce Wilson		
Craig Nestor		
Curtis Wimer		
Cynthia Snyder	LSIC member	
David Cleavenger	LSIC member	
David Kyle		
Denise Reese	LSIC member	
Diane Baisden	Teacher	
Donna Orr		
Iestyn Bright	Guidance Counselor	
Jeanette Crosten		
Jessica Pastine		
John Eye		
Junior Helmick		
Karen Deuser		*Parent
Leroy Myers		
Mike Adkins	LSIC member	
Mike Bonnett	Principal	*Administration
Mike Shaffer	Teacher	
Neil Kisamore		
Patrica Usnik		
Phyllis Turner		*Teacher
Rhonda Adkins	LSIC member	
Robyn Nestor		
Sharon Eye	LSIC member	
Teresa Brusak	Teacher	
Tom Gutshall		
Tom Klus		
Vaia Meador	Teacher	

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

To establish a more workable ,more cohesive, more inclusive *Five Year Plan*, we have sought input from multiple groups affected by the success of the plan at various stages of the plan`s formation. The Faculty Senate was informed of the new format and of the need to update the plan. Several members of the faculty senate volunteered to help update the plan.

Departments met to review test results and to devise a plan of remediation for problems, thus clarifying needs of the plan. Additionally, the plan will be assessed by each department periodically.

In the next phase, the LSIC was offered revised goals and objectives for consideration. After their acceptance of those revisions, members were informed of their future involvement in the revision of the plan`s rough draft, its implementation, and its periodic assessment.

A monitoring system will be devised and put into action to evaluate progress toward achieving the plan and to refine methods if the need arises. The plan will be monitered quarterly and progress reported to the Faculty Senate. Later in the school year, the LSIC will present the plan and the evaluation of the plan to the Board of Education members.



## **Core Beliefs**

1. That all individuals can learn and achieve success.
2. All Individuals have the right to be provided with a safe, caring and welcoming environment.
3. All individuals will show and receive respect and encouragement.
4. That everyone is responsible for creating a successful, educational process.

## **Mission Statement**

Team Tucker, Committed To Excellence

## **Data Analysis**

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**

## **Prioritized Strategic Issues**

## Prioritized Strategic Issues

### Considerations from Frameworks Needs Assessment

#### Professional Learning Communities

#### Technology Data Systems

- Bandwidth

#### Development of Highly Skilled Teachers

- Professional Learning Communities Development
- National Board Certified Teachers

#### Support for School Improvement

- Additional Instructional Staff
- Additional Support Staff for Students

#### Framework for Literacy PreK-12 Core Program (Tier I)

- Literacy, informational, primary source documents and real-world materials
- Lexile and Quantile Measures to differentiate instruction
- Proficiency/ conceptual understanding with fractions (decimals, percents, negative fractions) established prior to Grade 8
- College Transition Class for all students not meeting readiness benchmark
- Diverse texts (primary sources or real world materials)
- Discussion of what has been read (interpret, analyze, synthesize, evaluate, infer)

#### Framework for Literacy PreK-12 Intervention Program (Tier II and Tier III)

- Small group instruction delivered beyond the core reading/language arts and mathematics periods

#### Framework for Literacy PreK-12 Independent/Extension Program

- Minimum of 25 read books per year by each student
- Parents Lexile Reading Kit at [www.lexile.com](http://www.lexile.com)
- Students products and/or performance juried by audiences beyond the class
- Web-Based instructional programs to support reading and math skill improvement outside the school setting. (Riverdeep, Odyssey, Compass Learning, SAS, Writing Road Map, Thinkfinity, Acuity, Cognitive Tutor, etc.)

#### Framework for Literacy PreK-12 Infrastructure

- Technology Integration Specialist
- Special Needs Teachers
- After school, Saturday and summer programs
- Bandwidth to provide high speed Internet access for instruction/learning.
- Hardware to provide all students sufficient access for 21st century learning
- Teacher Leader(s)
- Technology Integration Specialist/coaches
- High expectations for all students
- Academic environment that is safe, challenging and allow students take academic risks without fear of failure
- Cross-grades collaboration and/or interdisciplinary planning
- Literacy plan monitored annually and necessary adjustments made

