

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

BRAXTON COUNTY SCHOOLS BRAXTON COUNTY SCHOOLS

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SUTTON WV 26601-0

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"Good plans shape good decisions.

That's why good planning helps to make elusive dreams come true."

Lester R. Bittel, *The Nine Master Keys of Management*

SCHOOL SYSTEM STRATEGIC PLANNING COMMITTEE

Administration	Elem. Principal	Debra Brady	
	Elem Principal	Don Johnson	
	Elem Principal	Linda Sears	
	Elem Principal	Louise Grindo	
	Elem Principal	Kim Dennison	
	Elem Principal	Barbara Allen	
	Ass't Superintendent	Charles M. McCOy	
	Principal H.S.	James Lambert	
	Principal M.S.	Denver Drake	
	Director of Special Education	David McChesney	
	Superintendent	Carolyn Long	
	Board Member	Arlene Herndon	
	Business & Community	Auto Dealer	Glendon Jones
		Ins. Agent	Debbie Kohler
		County Assessor	Larry Clifton
Retired Business		Lee Fisher	
Editor		Ed Given	
Retired Army		Tom Hefner	
Banker		Jim McQuain	
Circuit Clerk		J.W. Morris	
Auto Sales		Susie Nettles-Steele	
Head Start Policy Council		Melonie McMillion	
Auto Sales		Eddie Williams	
Retired Teacher		Dorothy Hefner	
Retired DHHR		Mary Ann Rogers	
Sheriff		Howard Carpenter	
Head Start Policy Council		Claudia Temple	
Head Start Policy Council		Elizabeth Stewart	
Head Start Policy Council		Gail Ratliff	
Head Start Policy Council		Janet Burge	
Head Start Policy Council		Mary Singleton	
Head Start Policy Council		Sherry Wine	
Federal Programs	Director of Head Start	Morna Greene	
	Director	Barbara Cox	
Other	Staff Development	Ann Hart	
Parents	Head Start Policy Council	Kathy Brown	
	Head Start Policy Council	Jamie Canfield	
	Title I Policy Council	Jamie Alward	
	Head Start Policy Council	Tina James	
	Head Start Policy Council	Roger Hudnall	
	Title I Policy Council	Kimberly Butcher	
	Head Start Policy Council	April Hudnall	
	Head Start Policy Council	Christine Cool	
	Title I Policy Council	Angel Coffman	
	Head Start Policy Council	Kristy Veltre	
	Title I Policy Council	Mary Rose	
	Head Start Policy Council	Vereonica Frame	
	Head Start Policy Council	Nancy Burgess	
	Head Start Policy Council	Betty Cook	
	Head Start Policy Council	Kendra Pyles	
	Head Start Policy Council	Jamie Canfield	
	Headstart Policy Council	Melissa Adams	
	Head Start Policy Council	Darlene Butcher	
	Head Start Policy Council	Lisa Peters	
	Title I Policy Council	Shelly Facemire	
Service Personnel	Staff Development Council	Melissa Jones	
	Staff Development Council	Fritz Deuly	
	Staff Development Council	Deloris Wright	
	Staff Development Council	Wilma Davis	
	Staff Development Council	Kathy Welch	
	Staff Development Council	Renae Friend	

	Staff Development Council	Cindy Robinson
	Staff Development Council	Keith Lewis
	Staff Development Council	Anita Miller
Students	Student Council, Pres., BCMS	Elizabeth Dannie Arnold
	Student Council Pres., BCHS	Britney Ratcliff
Teachers	Textbooks	Marinda Locke
	Textbooks	Pam Kniceley
	Textbooks	Betty Taylor
	Title I Policy Council	Trish Gregory
	Title I Policy Council	Cathy Grogg
	Title I Policy Council	Jesica Shuff
	Title I Policy Council	Donna Lambert
	Title I Policy Council	Claudette Greynolds
	Textbooks	Tina Knight
	Title I Policy Council	Marian Carruthers
	Textbooks	Judith Boyce
	Staff Development Council	Linda Piechowski
	Title I Policy Council	Ruth Moss
	Textbooks	Brenda Gibson
	Title I Policy Council	Dawn Butler
	Title I Policy Council	Pam Wilburn
	Title I Policy Council	Anne Johnson
	Textbooks	Laura Jarvis
	Title I Policy Council	Marcy Skeens
	Staff Development Council	Minnie Coffman
	Staff Development Council	Pat McPherson
	Staff Development Council	Louise Ratliff
	Title I Policy Council	Kristy Wood
	Staff Development Council	Alice James
	Staff Development Council	Cindy Shuman
Technology Committee	Technology Director	Norma Bright
	BCHS Tech Contact	Donna Singleton
	Tech Integration Specialist	Carla Mauser

The committee broke into subgroups to work on the sections of the plan. They then brought back a draft of their section to review and revise with the group. The entire plan was presented to the Faculty Senate and Local School Improvement Council for review, before submission.

SCHOOL SYSTEM MISSION STATEMENT

The faculty and staff of Braxton County Schools will engage, promote, and partner with parents and community to ensure all students meet or exceed state academic learning standards.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. A safe and secure environment fosters good teaching, learning and achievement.
2. Children come first.
3. All students can learn and be successful if given the opportunity.
4. High expectations should be challenging, foster responsibility, and relevant to life long learning.
5. Educational success is a shared responsibility of parents, staff, students and community.
6. Good character is defined by mutual respect, honesty, fair treatment and integrity; and is the responsibility of everyone.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	93,280.00
Rural and Low Income Schools	77,216.00
Technology E-rate	147,579.12
Technology E-rate County Match	41,624.88
Technology Infrastructure	36,179.00
Technology Local Share	10,271.00
Technology TFS/Elementary E-rate	0.00
Technology TFS/Elementary E-rate County Match	0.00
Technology TFS/Secondary E-rate	0.00
Technology TFS/Secondary E-rate County Match	0.00
Telecommunications	34,710.00
TFS/Elementary Technology	31,463.00
TFS/Secondary Technology	38,885.00
Title II	208,731.00
Title V	85,837.31
Total	\$ 805,776.31

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

What enrollment increases or decreases have occurred in your school system? How has this impacted the system?

Braxton County Schools has experienced a continual decrease in student population over the past several years. Reasonably, this decrease has been reflected by a decrease in professional and support staff and in some cases reorganization of schedules and programs at individual schools.

According to available data, what changes have occurred in the age, ethnic, or racial population demographics of your county? What are the implications?

Recent census figures indicate that Braxton County's population is growing older. The number of Senior Citizens increasing has required a shift in services provided by the county and state. This has had a negative effect on the ability of Braxton County Schools to secure additional funding through an excess levy or bond issue. We must continue to provide services with less support.

Have there been any significant changes in the socio-economic demographics of your county? If so, what are the implications?

By a considerable margin, the BBER indicates the largest increase in employment in Braxton County through 2000 was in the services industry. This is most likely related to the increase in food service industry in the Flatwoods area and also in the number of Senior Citizens being served by the Home Health Industry.

Have there been changes in the economic stability or economic trends in your county? What are the implications?

Economic trends would indicate a fairly stable economy in Braxton County. There have been some new employment opportunities which have allowed citizens to work closer to home, but most of these have been in the lower income services industry.

What are the changes in family characteristics or background of the students served in your county? What are the implications?

Braxton County has been fairly stable in the category of Family. Family trends have not significantly changed, however they still reflect a high population of single parent homes and families receiving cash assistance. These rates do not exceed the state average. Juvenile delinquency is significantly lower than the state average and the number of students served by HeadStart is significantly higher. Braxton County Schools should continue to service students in the HeadStart program.

What are the significant social issues in your county? Are such things as drug abuse, homelessness, poverty, juvenile delinquency rate, or crime an increasing problem?

Although Juvenile Delinquency is showing a trend of decreasing, drug abuse in the community appears to be increasing. Our homelessness survey in our schools does not show a significant increase in the number of students identified as homeless.

What are the possible implications of technological change for your students?

Braxton County Schools have provided some of the best technology for their students from a budget that is very limited. Our Digital Divide Surveys indicate a high computer availability and high usage for instruction and administration. We have been involved in many grants and feel that our technology services students' needs. We are currently involved in a RUS Grant that will provide greater access for our families to technology at home and provide a new and better route for communication with our schools. Braxton County Schools and facilities were recently linked in a WAN by fiber optic cable giving us 1gig service to all locations and fiber to WVEIS.

What outside student activities or commitments may be affecting student achievement? What are the implications?

School surveys indicate that availability of funding for extra curricular and co-curricular activities limits the opportunities for our students to participate. Braxton County does provide evening transportation to the out-lying communities to provide better access to these programs.

PRIORITIES

1. Braxton County Schools are primary rural and many students have an exceptionally long day. Braxton County Schools has provided for some after school programming to provide quality time for those students who need or want extended services. Braxton County Schools should continue to expand their current after school programs to better provide services to students and community.
2. Financial problems prevent many of our students from receiving cultural and educational experiences outside of the school day. Braxton County Schools should look for ways to provide these experiences to students through quality field trips and in school programming. Another option being considered is distance learning experiences.
3. Braxton County Schools need to look for ways to better serve those students who require services through ALC programs or are on expulsion. Currently facilities are being renovated that could better house these programs and allow extended services to this population.
- 4.

Braxton County Schools, because of the reduction in staff, needs to provide continuing services through alternative or creative staffing. The schools should look to current research for possible staffing techniques.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

All Braxton County Elementary Schools, as well as Braxton County High School met AYP for the past 2 years. However, Braxton County Middle School did not. The cell that failed to show AYP was Special Education.

WESTEST Confidential Summary Report

Braxton County Middle School did not meet AYP for the subgroup "Low SES" Staff at Braxton County Middle School need to assess those areas of low proficiency and develop strategies based on current research to address those low proficiencies.

WESTEST Confidential Item Analysis Summary

Braxton County Middle School will do the Item Analysis work sheets to determine outcome goals for their school to bring them to proficiency in the area of "Low SES".

WESTEST Confidential Roster Report

Braxton County Middle School Staff should evaluate the data from the 2006 and 2007 WESTEST, using the Individual results to determine where efforts can best be extended to increase the proficiency levels of the "Low SES" subgroup.

SAT/ACT Results

Braxton County High School's ACT Scores have shown an overall decline from 2005 to 2006 with Math showing a decline and Language a growth. They have also experienced a decline in %age of takers for each year from 2004 to 2007. Braxton County High School should address these areas in their annual goals for 2007.

PRIORITIES

1.

Increase the number of students at Braxton County Middle school, in subgroup Low SES, who score at or above the Mastery level of proficiency.

2. Increase to number of students at Braxton County High School that take the ACT.

3. Maintain AYP at the Elementary Levels.

C. OTHER STUDENT OUTCOMES**ANALYSIS****Attendance Report (by subgroup if available)**

Braxton County Schools met AYP in Attendance.

Discipline Referral Report

Braxton County Schools should look to better ways of providing discipline to reduce the number of OSS and to some extent ISS.

Dropout Rates/Graduation Rates (by subgroup if available)

In accordance with CIMP self assessments students with disabilities did not meet graduate rate goals. Braxton County Schools will address the graduation rate of disabilities identified students.

CIMP Self Assessment

In accordance with CIMP self assessments students with disabilities did not meet AYP.

D. CULTURE AND CONDITIONS**ANALYSIS****Office of Performance Audits Compliances and Recommendations**

All Braxton County Schools are Fully Accredited by OEPA.

Digital Divide Report (Technology)

Braxton County Schools' specific areas of weakness were: 1. Continue to upgrade computers to Windows XP or above with a specific emphasis to remove all those running Windows 95 and Windows 98. Currently greater than 65% are running XP. 2. Establish greater access to distance learning through a USDA Distance Learning Grant by adding 2 distance learning labs at Braxton County High and Braxton County Middle. 4. Improve students' access to computers by adding a portable laptop cart at Braxton County High and Braxton County Middle. 5. Replace older telecommunications technologies as funds become available. 6. Data lines will be leased/purchased to provide necessary academic support to schools. 7. Braxton County needs to continue to provide safety and security for students. Therefore, E-rate funds will be used for cellular service for supervising staff. In addition, telephone service, including long distance, will be provided to the classrooms in all schools.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: Reading achievement will increase for all K 12 students in each subgroup.

Objective	Objective Short Name	Baseline	5-year Target
1.1 During the 2007-2008 school year, the percentage of proficient students in Reading/LA, in the aggregate and for each sub group, will meet or exceed the state's proficiency level as measured by the WESTEST	1.1 Reading/Language Arts WESTEST	0.00	0.00
1.2 Achievement will be demonstrated if 60% of 4th, 8th and 10th grade students score at the 3.0 level or higher on the WV Writing Assessment.	1.2 WV Writing Assessment	0.00	0.00

Goal 2: There will be no achievement gap among student subgroups who attend Braxton County Schools.

Objective	Objective Short Name	Baseline	5-year Target
2.1 During the 2007-2008 school year, there will be an increase in the percentage of low socio-economic and Special Education students who score at the "Mastery", "Above Mastery" and "Distinguished" levels of the WESTEST in Reading / Language Arts.	2.1 Reducing The Gap- Reading/LA WESTEST	0.00	0.00
2.2 During the 2007-2008 school year, there will be an increase in the percentage of low socio-economic and Special Education students who score at the "Mastery", "Above Mastery" and "Distinguished" levels of the WESTEST in Mathematics.	2.2 Reducing The Gap- Math WESTEST	0.00	0.00

Goal 3: Mathematics achievement will increase for all K 12 students in each subgroup.

Objective	Objective Short Name	Baseline	5-year Target
3.1 During the 2007-2008 school year, The percentage of students, in the aggregate and for each sub group in Mathematics, will meet or exceed the state's proficiency level as measured by the WESTEST	3.1 Mathematics WESTEST	0.00	0.00
3.2 Achievement will be demonstrated if 85% of students in each grade receive a grade of "C" or above in Mathematics on quarterly report cards during the 2007-2008 school year.	3.2 Mathematics Report Card Data	0.00	0.00

Goal 4: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology

Objective	Objective Short Name	Baseline	5-year Target
4.1 To ensure that all computers in the county are Windows XP and above by 10% per year	Technology Infrastructure Improvement	41.00	100.00

Goal 1: Reading achievement will increase for all K 12 students in each subgroup.

Objective 1.1 During the 2007-2008 school year, the percentage of proficient students in Reading/LA, in the aggregate and for each sub group, will meet or exceed the state's proficiency level as measured by the WESTEST

As measured by:

Baseline Data		0.00		
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.00
	2007-2008	0.00	2007-2008	N/A
	2008-2009	0.00	2008-2009	N/A
	2009-2010	0.00	2009-2010	N/A

Objective 1.2 Achievement will be demonstrated if 60% of 4th, 8th and 10th grade students score at the 3.0 level or higher on the WV Writing Assessment.

As measured by:

Baseline Data		0.00		
	Targets		Actual	
	2005-2006	0.00	2005-2006	0.00
	2006-2007	0.00	2006-2007	0.00
	2007-2008	0.00	2007-2008	N/A
	2008-2009	0.00	2008-2009	N/A
	2009-2010	0.00	2009-2010	N/A

Goal 2: There will be no achievement gap among student subgroups who attend Braxton County Schools.

Objective 2.1 During the 2007-2008 school year, there will be an increase in the percentage of low socio-economic and Special Education students who score at the "Mastery", "Above Mastery" and "Distinguished" levels of the WESTEST in Reading / Language Arts.

As measured by:

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 2.2 During the 2007-2008 school year, there will be an increase in the percentage of low socio-economic and Special Education students who score at the "Mastery", "Above Mastery" and "Distinguished" levels of the WESTEST in Mathematics.

As measured by:

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Goal 3: Mathematics achievement will increase for all K 12 students in each subgroup.

Objective 3.1 During the 2007-2008 school year, The percentage of students, in the aggregate and for each sub group in Mathematics, will meet or exceed the state's proficiency level as measured by the WESTEST

As measured by:

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 3.2 Achievement will be demonstrated if 85% of students in each grade receive a grade of "C" or above in Mathematics on quarterly report cards during the 2007-2008 school year.

As measured by:

Baseline Data		0.00	
	Targets		Actual
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	0.00
2007-2008	0.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Goal 4: To improve student achievement, enhance student learning and improve twenty-first century skills through the integration of technology

Objective 4.1 To ensure that all computers in the county are Windows XP and above by 10% per year

As measured by:

Digital Divide

Baseline Data

Targets		Actual	
2005-2006	49.00	2005-2006	52.30
2006-2007	60.00	2006-2007	65.50
2007-2008	75.00	2007-2008	N/A
2008-2009	85.00	2008-2009	N/A
2009-2010	100.00	2009-2010	N/A

HIGH YIELD STRATEGIES THAT WILL BE UTILIZED TO COMPLETE THE FIVE YEAR PLAN

CURRICULUM	INSTRUCTION	SCHOOL EFFECTIVENESS	STUDENT/PARENT SUPPORT	CONTINUOUS IMPROVEMENT
Rigorous Performance in Core Subjects <input type="checkbox"/>	Classroom Environments <input type="checkbox"/>	Culture of Support and Trust and Collaboration <input type="checkbox"/>	Culture that Accepts Responsibility for Students <input type="checkbox"/>	District Leadership to Create Learning Centered Schools <input type="checkbox"/>
21st Century Content <input type="checkbox"/>	Instructional Management <input type="checkbox"/>	Performance Goals to Develop 21st Century Learners <input type="checkbox"/>	Innovative Approaches to Meeting Subgroup Needs <input checked="" type="checkbox"/>	Change as an On-Going Continuous Process <input type="checkbox"/>
Standards-Based Curriculum <input type="checkbox"/>	Standards-Based Unit and Lesson Design <input type="checkbox"/>	Leadership Development <input type="checkbox"/>	Support System for Student Physical and Social and Emotional Needs <input type="checkbox"/>	Identification of System-Wide Core Beliefs <input type="checkbox"/>
Prioritization and Mapping <input type="checkbox"/>	21st Century Learning Skills <input type="checkbox"/>	Integration of 21st Century Learning <input type="checkbox"/>	Developmental Guidance with Character and Career Education Development <input type="checkbox"/>	Well-Articulated Mission <input type="checkbox"/>
Performance Benchmarks <input type="checkbox"/>	Differentiated Instruction <input type="checkbox"/>	Balanced Professional Development <input type="checkbox"/>	Strategies that Develop Students having 21st Century Learning Skills <input checked="" type="checkbox"/>	Change Based on Internal and External Factors <input checked="" type="checkbox"/>
Balanced Assessment System <input type="checkbox"/>	Research-Based High Yield Instructional Strategies <input type="checkbox"/>	Presence of the Correlates of Effective Schools	Effective Transition Pre K to Post Secondary <input checked="" type="checkbox"/>	Systemic Design and Implementation <input type="checkbox"/>
Pre K-12 Literacy Model <input type="checkbox"/>	Authentic Classroom Assessments <input type="checkbox"/>		Understanding the Need to Develop 21st Century Graduates <input type="checkbox"/>	Parents as Respected and Valued Partners <input checked="" type="checkbox"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input type="checkbox"/>	Professional Development for School Strategic Planning Committees <input type="checkbox"/>	Parent Involvement Communication System <input type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>	
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input type="checkbox"/>		
	Highly Qualified Teachers <input checked="" type="checkbox"/>	District Monitoring System for School Accountability <input type="checkbox"/>		
		Time Prior to and During the Instructional Term for Meaningful Staff Planning <input type="checkbox"/>		
Other Strategies				

HIGH YIELD STRATEGIES MULTI-YEAR IMPLEMENTATION

High Yield Strategies Identified	Year 1 (2006)	Year 2 (2007)	Year 3 (2008)	Year 4 (2009)	Year 5 (2010)
	<p>1. <u>Effective Transition:</u> Preschool is located in the elementary schools, so communication and collaboration among staff is easily on-going. The Head Start Director/Early Childhood supervisor will provide leadership by meeting with preschool staff and by making classroom observations. A resource teacher will also be employed (.5 FTE) to provide additional leadership and supervision. Social support, i.e., Kiddy Fair and academic support, i.e., High Scope and ECERS-R have and will be implemented.</p> <p>2. <u>Strategies for Providing Social/Emotional Academic Support:</u> Two full-time counselors will be employed to serve the six elementary schools, each one serving three</p>	<p>1. <u>Effective Transition:</u> Using Head Start funds, the preschool resource teacher will be increased from .5 FTE to 1.0.</p> <p>2. Maintain</p> <p>3. Maintain</p> <p>4. Maintain</p> <p>5. <u>Formative Assessment:</u> Implement DIBELS in grades K-2 at all elementary schools. WESTEST results were analyzed and results indicated a need for the implementation of this program. Communication with staff was made to generate support for the addition. Sustained staff development will be provided and the program implemented. Resource teachers (both preK and Title I) will be</p>	<p>1. Maintain</p> <p>2. Maintain</p> <p>3. Maintain</p> <p>4. Maintain</p> <p>5. Maintain</p> <p>6. Maintain</p> <p>7. Maintain</p> <p>8. Maintain</p> <p>9. Maintain</p> <p>10. Maintain</p> <p>11. Maintain</p>	<p>1. Maintain</p> <p>2. Maintain</p> <p>3. Maintain</p> <p>4. Maintain</p> <p>5. Maintain</p> <p>6. Maintain</p> <p>7. Maintain</p> <p>8. Maintain</p> <p>9. Maintain</p> <p>10. Maintain</p> <p>11. Maintain</p>	<p>1. Maintain</p> <p>2. Maintain</p> <p>3. Maintain</p> <p>4. Maintain</p> <p>5. Maintain</p> <p>6. Maintain</p> <p>7. Maintain</p> <p>8. Maintain</p> <p>9. Maintain</p> <p>10. Maintain</p> <p>11. Maintain</p>

<p>schools. A referral process will be in place to assure that students' needs are met and appropriate services provided. Using Title V and Special Education funds, a school nurse (1.0 FTE) will be employed to serve the six elementary schools. Sound nutrition will be encouraged by educating students via the health and foods services programs. One physical education teacher per school (1.0 FTE) will be employed to educate students on the need for physical activity as well as to provide a grade-appropriate physical education program. Title IV and VI funds will be used for installing school security equipment in all elementary schools.</p>	<p>available to provide support during the year. Test results will be reviewed again to note any improvements.</p> <p>6. The technology resource teacher position will be eliminated due to lack of funding.</p> <p>7. Maintain</p> <p>8. Maintain</p> <p>9. Maintain</p> <p>10. Implement the eight (8) elements of effective parent involvement: leadership, team work, development of an action plan, implementation of an action plan, funding, collegial support, evaluation and networking. Parent involvement policies will be revised to incorporate the above-cited research, and the same will be implemented.</p> <p>11. Maintain</p>
<p>3. Highly Qualified Teachers: A study will be conducted to analyze credentials of current staff. A policy will be</p>	

developed and implemented. Principals and staff will be made aware of the policy and trained on the procedures of the county policy. Title VI funds will be set aside for teacher recruitment activities. Support will be provided teachers in the pursuit of the National Board Certification.

4. Use of Data To Target Improvement Efforts:

Braxton County's comprehensive assessment plan uses data from three tiers: annual data-- WESTEST; periodic data-- benchmark tests including, but not limited to informal reading and math assessments and i-know testing.

The disaggregating of WESTEST data will enable schools to analyze data to meet needs of various subgroups. The last tier includes ongoing classroom data-- informal observations, daily grades and grade card

evaluations.

5. Formative Assessments:

Frequent and ongoing formative assessments, i.e., verbal and written feedback to students, will be used as communication to students on how well they are doing as well as to drive changes in instruction to maintain a focus on student needs. In addition, summative assessments--evaluations toward final class grades--will also be employed.

6. Innovative Approaches to Meeting Subgroup Needs:

The Braxton County School System plans to minimize skill grouping and pull-out programs and implement inclusion strategies. Classroom Size Reduction (CSR) funds will be used to reduce the number of students below 17 per class. A technology resource teacher (.5 FTE) will be employed using technology funds to provide

Change Based on Internal and External Factors

Highly Qualified Teachers

Effective Transition Pre K to Post Secondary

Parents as Respected and Valued Partners

Use of Data to Target Improvement Efforts

Innovative Approaches to Meeting Subgroup Needs

Strategies that Develop Students having 21st Century Learning Skills

assistance to teachers with technology programs and software. Using federal funds, a resource teacher (.75 Title I/.25 Title VI) will be employed to provide assistance in math and technology at BCMS and BCHS. An emphasis on worksheets will be discouraged and hands-on strategies will be employed. After-school collaboration between general program and Title I and Special Education teachers will be made to target needs of students in the low SES and special education subgroups. Finally, Title V funds will be used to maintain and upgrade elementary school libraries to assure a print-rich environment. At BCMS and BCHS, Title VI funds will be used to maintain and upgrade library media.

7.

External/Internal Factors: After reviewing data to target

improvement, data was communicated to school staff to build understanding for the change. The strategies (co-teaching and inclusion) were identified and sustained staff development training will be provided and strategies implemented.

8. Frequent Monitoring of Student

Progress: As stated earlier, Braxton County Schools will implement a comprehensive assessment plan using data from three tiers: annual data-- WESTEST; periodic data-- benchmark testing such as basic skills, STARR reading, accelerated reader, and ongoing classroom data.

9. Adjustment of Instructional

Time: All elementary schools will adopt the 90-minute block for reading and math. Braxton County Middle School submitted an Individual School Waiver request to

provide an 80-minute uninterrupted block of time for math and language arts instruction. In addition, all elementary schools will have extended day programs, one hour after school, Monday-Thursday and funded by Title I. BCMS and BCHS will offer similar programs funded by the RESA IV 21st Century grant. All elementary schools will offer extended year programs during the month of July, funded by Title I. BCMS will offer a similar program, funded by Title VI. BCHS will offer credit recovery programs in Algebra I and English 11 and 12, funded by the RESA IV 21st Century Grant funds for an instructional period of 8100 minutes.

10. Parents as respected and Valued

Partners: This strategy will be implemented during the FY'07 school term.

11. Proactive

<p>Parent Involvement: Based upon survey and evaluation results of the current year's parent involvement program, school staff, parents and community members will revise the school and county parent involvement policies and the school compacts using templates provided. With parental input, each school will develop training and activities to involve parents in their children's education. Surveys and other documentation will be maintained to be used as feedback to assure continued program improvement.</p>				
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HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
Change Based on Internal and External Factors	<p>Title I compliance" /></p> <p>Research and practice offer an insightful conclusion to those considering improvement efforts. Change should be based on both internal and external factors and change is difficult. Those who seek to initiate change must recognize that an existing system already has a culture in place. In general, those working within the system will always resist to save the system and its culture. The fragmented, piecemeal approach to change that characterizes most school reform lacks the power and focus needed to overcome that resistance. The change process is filled with uncertainty and anxiety, conditions that are certain to lead to conflict. "Conflict is essential to any successful change effort". (Fullen 1993)</p> <p>Dufour, Richard and Robert Eaker (1998)</p>
Highly Qualified Teachers	<p>Title I compliance</p> <p>Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.</p> <p>Darling-Hammond, L., (2000) Teacher Quality and Student Achievement: A Review of State Policy Evidence Education. <i>Education Policy Analysis Archives</i>, Vol. 8 Number 1.</p>
Effective Transition Pre K to Post Secondary	<p>Title I compliance</p> <p>A series of studies of schools and school districts identified the importance of 8 "essential elements" for effective leadership and programs of school, family, and community partnerships. These include: leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking (Epstein, 2001; Epstein et al., 2002). Districts and schools that organized programs with these components had higher-quality programs, greater outreach to parents, and more parents involved from one year to the next (Epstein, 2005b). DISTRICT LEVEL. Data from school districts in NNPS revealed that three factors affected district leadership and district leaders' impact on school programs: (1) years of experience and time on partnerships; (2) use of NNPS planning and evaluation tools and technical assistance; and (3) the district leaders' direct assistance to schools (Epstein, 2005c; Epstein & Williams, 2003; Epstein, Williams, & Jansorn, 2004; Epstein, Williams, & Lewis, 2002;). Specifically, district leaders for partnerships conducted significantly more activities if they had worked for more years on partnerships and had more exposure to and familiarity with tools, guidelines, and services to strengthen partnership programs. More experienced district leaders were more likely to write annual district-level leadership plans, identify a budget, conduct training workshops for school teams and other colleagues, offer grants or other funding to schools, recognize excellence in school programs, help schools share best practices, and conduct other leadership actions. These district leaders visited with school teams, assisted teams more often, and helped schools conduct end-of-year evaluations to assess progress, and take other evaluative actions. Regardless of their starting points in the prior school year, district leaders who used NNPS tools and services for planning and evaluation increased district-level activities, facilitated their schools, helped schools address challenges to reach more families, and increased the overall quality of their programs (Epstein, 2005c).</p>

<p>Parents as Respected and Valued Partners</p>	<p>Title I compliance</p> <p>More than thirty years of research shows a strong link between educational benefits to children and various forms of family involvement. The educational benefits to children include higher grades and test scores, better school attendance, higher graduation rate, greater enrollment in post secondary education and more positive attitude about school (Henderson and Berla, 1994).</p> <p>Similar finding have been sited in <i>A New Wave of Evidence: The Impact of Family and Community Engagement on Student Achievement</i>, by Anne Henderson and Karen Mapp. "The evidence is consistent, positive and convincing: families have a major influence in their children's achievement."</p>
<p>Use of Data to Target Improvement Efforts</p>	<p>Title I Compliance</p> <p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
<p>Innovative Approaches to Meeting Subgroup Needs</p>	<p>Title I compliance</p> <p>There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "<u>correlates</u>". This body of correlated information began what is now referred to as Effective Schools Research.</p> <p>The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the <u>effective schools research</u> are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.</p> <p>Lezotte, Lawrence W. (1991) <i>Correlates of Effective Schools</i>. Okemis, MI Effective Schools Products, Ltd.</p>
<p>Strategies that Develop Students having 21st Century Learning Skills</p>	<p>Title I compliance</p> <p>High performing school systems are committed to a systems thinking approach that includes the critical element of seamless learning experiences from pre k to post-secondary. Successful transition programs share the following four components:</p> <ol style="list-style-type: none"> 1. Parents Are Involved <p>School systems must recognize that families are critical partners in providing continuity as children move between systems of care and education from pre k to post secondary. Factors that influence the involvement of parents in their children's education include teacher attitudes and behaviors and school and district leadership policies and practices. An important component includes training of teachers and</p>

other district staff on how to work effectively with parents.

2. There is structured communication and collaboration among personnel between the sending school and the receiving school.

School must plan and provide for structured communication and collaboration through the development of a school and program transition team that can facilitate for children and families. Transition teams that include parents can ensure that family members become active and lifelong participants throughout their child's school transitions.

3. There is a cross-school facilitation provided through district leadership. Assuring a seamless educational experience involves curriculum articulation, continuity in discipline approaches, etc.

To affect successful transition at all grade levels, school districts must provide leadership for all schools to assure that students are assured a seamless educational experience as they transition from school to school. District leadership should involve curriculum articulation, common discipline approaches, and effective school to school communication practices. Without a district level coordination of services, schools will invent their own method of transitioning students that could jeopardize a successful transitioning experience for students.

4. Transition approaches include both social and academic support systems for students.

High performing systems provide proper district leadership and professional development for staff on how to address the needs of students as they move from one school to another with regards to the social/emotional issues and adjustments that may occur as a result of the new social setting, the new routines regarding expectations, and the new size and diversity composition of the school.

Pre-school Transition:

Epstein, J. L., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997) School, family and community partnerships: Your handbook for action. Thousand Oakes, CA: Corwin Press.

Henderson, A., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.

Vaishnav, A. (2000), August 29). Program aims to ease move to kindergarten. The Boston Globe, B1-B2.

Middle School Transition Research:

Mac Iver, D.J., & Epstein, J.L. (1990). Meeting the needs of young adolescents: Advisory groups interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71 (6), 458-464.

Linver, M.R. & Silverbert, S.B. (1997). Maternal predictors of early adolescent achievement-related outcomes: Adolescent gender as moderator, Journal of Early Adolescence, 17(3), 294-318.

Mac Iver, D.J. & Epstein, J.L. (1991) Responsive practices in the middle grades: Teacher teams, advisory groups, remedial instruction, and school transition programs. American Journal of Education, 99(4), 587-622.

"Transition from Middle School into High School" by Nancy B. Mizell & Judith L. Irvin
Source: National Middle School Association info@nmsa.org

High School Transition Research:

Southern Regional Education Board. Using Rigor, Relevance, and Relationships to Improve Student Achievement. How Some Schools Do It? www.sreb.org

What Does Research Say About School-to-Work Transition? www.ncrel.org

Transition to College: Separation and Change for Parent and Students.
www.aboutourkids.org

Technology Plan

Submitted by - nbright@access.k12.wv.us 2008-02-21 14:56:46.0

E-rate Year 2008-2009

Federal Compliances

Federal/State Compliances listed below must be addressed in the county/school plan.

Technology -01 – USING TECHNOLOGY EQUIPMENT/INFRASTRUCTURE FOR EQUITABLE ACCESS TO 21ST CENTURY TECHNOLOGY TOOLS

List one or more activity/strategy that describes how the county/school will budget for and use the technology equipment/infrastructure that supports the acquisition of twenty-first century skills. The action steps should ensure that the capabilities of the technology infrastructure are adequate for acceptable performance of the technology being implemented in the public schools.

Technology 02 - TECHNOLOGY INTEGRATION FOR 21ST CENTURY SKILLS/STUDENT ACHIEVEMENT

List one or more activity/strategy that focuses on using technology to improve achievement of all students with special emphasis on high need and high poverty students. The strategies/action steps should include how 21st century tools and skills will allow students to access information, solve problems, communicate clearly, make informed decisions, acquire new knowledge, construct products, reports and systems and access online assessment systems.

Technology 03- PROVIDING COLLABORATION/COMMUNICATION TOOLS (TELECOMMUNICATIONS NETWORK/EMAIL)

List one or more activity/strategy that describes how the county/school will ensure that the use of telecommunications and internal connections in the schools will enhance student learning. The action steps/strategies should ensure sufficient bandwidth to support teaching and learning and to provide satisfactorily for instructional management needs.

Technology 04- INCREASED ACCESS FOR STUDENTS AND TEACHERS TO 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the county/school will provide increased access to technology for students and teachers. .

Technology 05 – DELIVERY OF 21ST CENTURY CONTENT THROUGH DISTANCE LEARNING

List one or more activity/strategy that describes how the county/school will use innovative strategies (e.g., distance learning) to provide for an effective model for the distance delivery or virtual delivery of instruction in subjects where there exists low student enrollment or a shortage of certified teachers or where the delivery method substantially improves the quality of an instructional program (e.g., WV Virtual School).

Technology 06- 21ST CENTURY PARENT/COMMUNITY/PARTNERSHIP COLLABORATION

Include strategies for promoting collaboration with various partners including parents, community organizations, higher education, schools of colleges and universities, employers and content providers.

Technology 07- PROFESSIONAL DEVELOPMENT FOR 21ST CENTURY INSTRUCTION

Include professional development activities for using the telecommunications network for training teachers and administrators to improve the integration of technology. Include strategy(ies) (e.g., technology integration specialists). to provide ongoing support and assistance to teachers in integrating technology into twenty-first century instruction.

Technology 08- MAINTENANCE AND REPAIR OF 21ST CENTURY TOOLS

List one or more activity/strategy that describes how the school/county will implement, support, maintain and repair all computer equipment and internal connections.

Technology 09- ADULT LITERACY

List one or more activity/strategy that describes how the school/ county will collaborate with adult literacy providers when appropriate.

Narrative Summary

The county and school technology plans provide a description of how the county and schools plan to allocate adequate resources to provide students with equitable access to 21st century technology tools, including instructional offerings and appropriate curriculum, assessment and technology integration resources aligned to both the content and rigor of state content standards as well as to learning skills and technology tools. The plans include the various technologies that enable and enhance the attainment of 21st century skills outcomes for all students. How we plan for technology in our county and schools is based upon the validation from research-based evaluation findings from previous West Virginia-based evaluation projects.

In addition, through the technology planning process, the county and schools continue to study and include emerging technologies for application in a twenty-first century learning environment. The purchase of technology through state contracts provides for uniformity in technological hardware and software standards and procedures. State provided anti-virus protection software helps to ensure network security and integrity. Expanded bandwidth, along with additional local, state and federal funding, provide increased ability for the county to ensure that the capabilities and capacities of the technology infrastructure are adequate for acceptable performance of the

technology being implemented in the public schools. As an additional benefit, the county and schools enjoy the opportunity to purchase from state contracts that allow us to be able to take advantage of appropriate bulk purchasing abilities and to purchase from competitively bid contracts.

An added benefit for our county and school data collection and reporting to the Department of Education and to the federal government is WVEIS, the state-provided comprehensive statewide uniform integrated education management and information system. Also developed by WVEIS, the online county and school's technology plan's structure allows flexibility to adjust the plan based on developing technology, federal and state requirements and changing local school and county needs. The online county and school technology plans are developed in compliance with United States Department of Education regulations and Federal Communications Commission requirements for federal E-rate discounts. The county and schools also continue to seek applicable federal government funds, philanthropic funds, and other partnership funds (or any combination of these types of funds) to augment state appropriations and encourage the pursuit of funding through grants, gifts and donations.

Some technology initiatives in schools and counties may not be adequately addressed in the goals/objective/strategy section of the technology planning section. The county and school narrative allow planning teams to structure a framework/narrative description to describe how the county and schools will allocate adequate resources to provide students and teachers to twenty-first century technology tools,

Technology Needs Assessment

Braxton County Schools' specific areas of weakness were: 1.Continue to upgrade computers to Windows XP or above with a specific emphasis to remove all those running Windows 95 and Windows 98. Currently greater than 65% are running XP. 2.Establish greater access to distance learning through a USDA Distance Learning Grant by adding 2 distance learning labs at Braxton County High and Braxton County Middle. 4.Improve students' access to computers by adding a portable laptop cart at Braxton County High and Braxton County Middle. 5.Replace older telecommunications technologies as funds become available. 6. Data lines will be leased/purchased to provide necessary academic support to schools. 7. Braxton County needs to continue to provide safety and security for students. Therefore, E-rate funds will be used for cellular service for supervising staff. In addition, telephone service, including long distance, will be provided to the classrooms in all schools.

Action Steps

Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure **Associated High Yield Strategies** Strategies that Develop Students Improvement having 21st Century Learning Skills

Action Step Tech-1/Provide 21st century hardware and a stable, 21st century infrastructure to enable the effective use of technology

- 01 - Identify and replace all Windows 95 and Windows 98 work stations and continue to upgrade to Windows XP where possible
- 02 - Identify and replace Pentium III or older servers
- 03 - Establish server farm at Braxton County High School to have better control and environment for servers
- 04 - Upgrade switches and wiring where needed
- 05 - Apply for SBA grant for a wireless LAN for Braxton County Middle School

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2009	?	?

Purpose To improve the integration of technology across the curriculum
Persons Responsible Technology Director/TFS
Target Audience All students

Federal Compliances Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools

Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step Tech-2/To provide for student achievement through the integration of 21st century technology tools and resources

- 01 - Begin implementation of Odyssey at 1 elementary school to better serve students in the low SES and Special Education subgroups in the Basic Skills areas
- 02 - Continue the use of the PLATO software for credit recovery at BCHS to offer assure the completion of required Carnegie Unit courses

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the integration of technology across the curriculum

Persons Responsible Technology Director/TFS Initiative/Principals

Federal Compliances
Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** None

Action Step Tech-3/Providing Communication Tools and the Internet/Email for Student Achievement

- 01 - Continue to support and expand the IP telephone systems in use
- 02 - Improve communication between county/schools/home and community by providing cellular, voice mail, voice and long distance services to all schools
- 03 - Continue to support 10 mb fiber connections between schools and WV Department of Education for fast reliable internet connection
- 04 - Improve the communication between schools, home, and community using cellular telephony to provide better and safer schools and communication for our students
- 05 - Improve the communication between the schools, home, and community by providing long distance service for the schools

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To facilitate communications by providing a robust internal communications network

Persons Responsible Technology Director/Assistant Superintendent

Target Audience
Schools

Federal Compliances Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** None

Action Step Tech-4/Provide increased access for students and teachers to 21st century tools and resources

- 03 - Purchase and promote the use of assistive technology devices for students
- 01 - Install/maintain at least 1 computer lab or portable laptop cart at each school. Add a portable laptop cart at Braxton County High School and at Braxton County Middle School
- 02 - Install/maintain at least 1 computer work station in each classroom

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the integration of 21st century tools and resources across the curriculum to provide rigor, enhance learning and improve student achievement

Persons Responsible Technology Director

Target Audience Students/teachers/administrators

Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools

Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step Tech-5/Delivery of 21st Century Content through Distance Learning

01 - Install necessary hardware into classrooms at Braxton County High School and at Braxton County Middle School to make them distance learning classrooms so that a distance learning link can be made with other locations having distance learning equipment in order to offer classes to students that would not be available otherwise.

02 - Provide distance learning classes to students

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide online/distance learning courses when they are not otherwise available in the school setting	Persons Responsible Superintendent/Principal	Target Audience Students
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Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning

Technology 06-21st Century Parent/Community/Partnership Collaboration

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** None

Action Step Tech-6/Promote parent involvement and improved collaboration with community/home through the use of 21st century tools and resources

01 - Continue to improve the parent information on the Braxton County Middle School web page and work to expand to other school web pages

02 - Require all professional personnel to have and use their state email addresses and post those on the county web page to facilitate parent/teacher email

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To improve communication between home and school	Persons Responsible Technology Director/Principals/Teachers	Target Audience All stakeholders
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Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section

Associated Goals/Objectives None **Associated High Yield Strategies** Strategies that Develop Students having 21st Century Learning Skills

Action Step Provide Odyssey training for teachers and principals

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Increase knowledge of staff	Persons Responsible Technology director/staff development director	Target Audience Principals/teachers
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Professional Development Trainer Led	Federal Compliances Technology 07-Professional Development for 21st Century Instruction
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Plan Section Technology

Associated Goals/Objectives None

Associated High Yield Strategies None

Action Step Technology 07-Professional Development for 21st Century Instruction

- 02 - Provide training in using the new distance learning classrooms for Braxton County Middle School and Braxton County High School
- 03 - Provide training for K-6 teachers and administrators for the new Odyssey software added at the county level
- 01 - Provide teacher training in technology.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide rigor, enhance learning, and improve achievement	Persons Responsible Technology Director Principals	Target Audience Teachers Principals	Intended Impact on Audience NBX3000 training will enable in house management of the current IP phone system. Odyssey training will equip teachers to use the new system to provide more robust basic skills.
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Professional Development Trainer Led	Professional Development Other Description NBX3000 IP Technical Training, Odyssey Teacher Training	Federal Compliances Technology 07-Professional Development for 21st Century Instruction
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Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** None

Action Step Tech-8/Maintenance and Repair of 21 Century Tools

- 01 - Contract for an employee from Pomeroy to repair and provide necessary maintenance of equipment and connections
- 02 - Contract with RESA 4 to provide technical support for all schools
- 03 - Provide replacement parts for technology hardware

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide improved stability of the network and improved access to technology and online resources	Persons Responsible Technology Director/RESA/ Pomeroy technician/Vendors	Target Audience All stakeholders
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Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools

Technology 09-Adult Literacy

Plan Section Technology

Associated Goals/Objectives Technology Infrastructure Improvement **Associated High Yield Strategies** None

Action Step Tech-9/Using Technology for Adult Literacy

- 01 - Collaborate with adult literacy providers to provide open access to adult literacy lab for adult literacy classes when needed
- 02 - Pair up with GED program and other on site literacy programs to provide the technology resources, network wiring, tech support, and facilities needed

Projected Begin Date July 1, 2007	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose Collaborate with adult literacy providers	Persons Responsible Technology Director/Adult education teacher	Target Audience Parents/schools/principals
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Federal Compliances Technology 09-Adult Literacy

E-rate Budgets

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	12,000.00	9,360.00	2,640.00
		Cellular	10,260.00	8,003.00	2,257.00
		Data Lines	62,880.00	49,046.00	13,834.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	4,344.00	3,388.00	956.00
		Paging	0.00	0.00	0.00
		Voice	18,120.00	14,134.00	3,986.00
		WAN	81,600.00	63,648.00	17,952.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		189,204.00	147,579.00

TFS/Elementary E-rate Application	2008	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2008	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	12,000.00	9,360.00	2,640.00
		Cellular	10,260.00	8,002.80	2,257.20
		Data Lines	62,880.00	49,046.40	13,833.60
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	0.00	0.00	0.00
		Internet Access	0.00	0.00	0.00
		Long Distance	4,344.00	3,388.32	955.68
		Paging	0.00	0.00	0.00
		Voice	18,120.00	14,133.60	3,986.40
		WAN	81,600.00	63,648.00	17,952.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		189,204.00	147,579.12

TFS/Elementary E-rate Application	2007	State Totals - Elementary TFS	0.00	0.00	0.00
		State Totals - TFS/Elementary	0.00	0.00	0.00
TFS/Secondary E-rate Application	2007	State Totals - TFS/Secondary	0.00	0.00	0.00

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2006	Cellular	9,072.00	8,164.80	907.20
		Data Lines	61,485.00	55,336.50	6,148.50
		Internal Conn Maint	119,400.00	107,460.00	11,940.00
		Internal Connections	183,500.00	165,150.00	18,350.00
		Internet Access	0.00	0.00	0.00
		Long Distance	4,380.00	3,942.00	438.00
		Paging	0.00	0.00	0.00
		Voice	18,000.00	16,200.00	1,800.00
		WAN	81,600.00	73,440.00	8,160.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals		477,437.00	429,693.30

State Basic Skills E-rate Application	2006	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2006	State Totals - SUCCESS	0.00	0.00	0.00
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Funding Source	Year	Annual	Disc% Commit	County Match
E-rate funds	2005 Cellular	6,000.00	5,400.00	600.00
	Data Lines	544,585.00	490,126.50	54,458.50
	Internal Conn Maint	48,000.00	43,200.00	4,800.00
	Internal Connections	0.00	0.00	0.00
	Internet Access	0.00	0.00	0.00
	Long Distance	4,020.00	3,618.00	402.00
	Paging	0.00	0.00	0.00
	Voice	18,000.00	16,200.00	1,800.00
	Web Hosting	0.00	0.00	0.00
	E-rate Totals		620,605.00	558,544.50
<hr/>				
State Basic Skills E-rate Application	2005 State Totals - BS/CE	0.00	0.00	0.00
<hr/>				
State SUCCESS E-rate Application	2005 State Totals - SUCCESS	0.00	0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

Look at the information included in this section. Revise if any of the information listed is incorrect or needs to be updated.

1. Do you have an Acceptable Use Policy? Yes No

2. If yes, what is the last date of adoption/revision? 01/06/2003

3. When was the public meeting held for CIPA Compliance? 09/15/2001

4. Provide the URL to your acceptable use policy. boe.brax.k12.wv.us

	Schools	Other Buildings	Total
5. Please identify for E-Rate requirements the number of buildings in your county that have Dial Up modem connections to the Internet?	0	0	0
6. Please identify for E-Rate requirements the number of buildings in your county that have 56K frame relay connections to the Internet?	0	0	0
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	0	0	0
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	0	0	0
9. Please identify for E-Rate requirements the number of buildings in your county that have cable modem connections to the Internet?	0	0	0
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	8	1	9
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0	0

14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0	0
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15. Please identify for E-Rate requirements the number of buildings in your county that have more than 1 Gb connections to the Internet?	0	0	0
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16. Please identify for E-Rate requirements any other configurations that may exist for buildings connecting to the Internet?

WORK PLAN SUMMARY

Support/Capacity Building Process

Braxton County Schools will provide preservice training as well as imbedded training to insure that the goals presented in the county plan are accomplishable.

Process Monitoring

Braxton County Schools has in place Educational Specialists who are responsible for tracking performance as well as progress of not only the county goals but also the individual school goals.

Evaluation Process

The primary evaluation will be of the WESTEST scores as well as student progress based on baseline data collected at the individual schools.