

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

GRANT COUNTY SCHOOLS GRANT COUNTY BOARD OF EDUCATION

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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	Vocational Center Director	Randy Whetstone	
	Principal	David Judy	
	Principal	Mitch Webster	
	Principal	Dwayne Hedrick	
	Principal	Amanda Smith	
	Superintendent of Schools	Marsha Carr/Lambert	
	Principal	Mark Nicol	
	Special Education Director	Anthony McBee	
	Elementary Education Director	Alice Ann Guyon	
	Financial Officer	Tony Oates	
	Personnel Director	Dennis Albright	
	Assistant Superintendent	Dennis Albright	
	Business & Community	County Steering Com.	Sabrina Kite
		County Steering Com.	John Paul Hott
	ESL Teacher	ESL Tutor/Title I Teacher	Amber Mongold
Federal Programs	Federal Programs Facilitator	Alice Ann Guyon	
	County Steering Com. Chair	Randy Whetstone	
Other	PHS LSIC Chair	Rachel Martin	
Parents	Technology Infrastructure specialist	Jay Keplinger	
Service Personnel	PES Student	Cassidy Hedrick	
Students	County Support Team	Vanessa Cooper	
	County Support Team	Mary Cay Hyre	
	County Support Team	Joshua Kuykendall	
	County Support Team	Sharon Sindledecker	
	Technology	Julie Colaw	
Teachers	Title II Coach	Douglas Turner	
Technology Committee			

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

"All Children, All the Time" All Means All

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. School climate contributes to achievement. Learning occurs best in an environment of mutual respect.
2. All students have potential that can be developed. All students can learn.
3. Education is a shared responsibility. Achievement requires the commitment and participation of staff, students, family and community.
4. High expectations for success must be the standard. Optimism is critical.
5. Highly qualified personnel are essential for an effective school system. Continuous improvement must be fostered.
6. Through constant reflection, ongoing improvement will occur. Past experiences are our building blocks for the future.
7. Lifelong learning is nurtured by example. Lifelong learners will be cultivated by role modeling and instilling the love of learning.

Annual Budget**Required Strategic Plan Budget Funding Source Totals**

Funding Source	Amount
County	17,000.00
Technology E-rate	49,400.00
Technology E-rate County Match	16,467.00
Technology Infrastructure	28,519.00
Technology Local Share	8,097.00
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
TFS/Elementary Technology	26,490.00
TFS/Secondary Technology	32,738.00
Title II	121,559.00
Title III Language Instruction LEP	2,100.00
Title V	2,919.00
Total	\$ 305,289.00

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

The student enrollment for Grant County Schools has been stable for the last four years. However, the increase of students as we move to universal pre-school will have an impact on our need for pre-school classroom and qualified personnel. The trend for the enrollment of LEP students continues to grow therefore support and tutoring for the LEP students must be included in the 5 year strategic plan.

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

**Grant County has had a population change of plus 3.3% growth over a five-year period.
The graduation rate of Grant County students is lower than the WV average.**

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

Grant County's economic base has remained stable.

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

Grant County's economic base has remained stable.

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

Grant County profile indicators have not changed in any significant manner. The data exceeds most of the WV data in a positive direction.

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?

The PRIDE information shows little change over time. Our concerns remain with substance abuse and providing a health program which help the students with making healthy choices.

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

Continue to provide technology to meet the 21st Century Skills.

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

Information not available.

PRIORITIES

1.

To provide instruction that is not only relevant, engaging and meaningful, but that also includes the world-class rigor necessary to prepare our students to be competitive in the 21st century. This will be done by using the six key elements of:

- Core Subjects
- Learning Skills
- 21st Century Learning Tools
- 21st Century Context
- 21st Century Content
- 21st Century Assessments

2. Continue to develop and implement the Universal Pre-School programming.

3.

Due to the increased enrollment of LEP students, support such as extended day programming will need to be provided in order to improve their student achievement.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Grant County Schools did not meet AYP in the Students with Disabilities sub group for both Mathematics and Reading.

	MATH		READING	
	Part. Rate	Assessment	Part. Rate	Assessment
ETHNIC				
ALL - Elem.	100	68	100	75
ALL - Seco.	100	61	100	71
WHITE - Elem.	100	68	100	75
WHITE - Seco.	100	61	100	71
BLACK - Elem.	NA	NA	NA	NA
BLACK - Seco.	NA	NA	NA	NA
HISPANIC - Elem.	NA	NA	NA	NA
HISPANIC - Seco.	NA	NA	NA	NA
ASIAN - Elem.	NA	NA	NA	NA
ASIAN - Seco.	NA	NA	NA	NA
INDIAN - Elem.	NA	NA	NA	NA
INDIAN - Seco.	NA	NA	NA	NA
SPECIAL ED - Elem.	100	37	99	39
SPECIAL ED - Seco.	98	23	99	24
LOW SES - Elem.	100	58	99	66
LOW SES - Seco.	99	54	99	68

LEP - Elem.	NA	NA	NA	NA
LEP - Seco.	NA	NA	NA	NA
Attendance Rate - 98 :: Graduation Rate - 86				

- ✓ Made AYP
- x Did Not Meet AYP

WESTEST Confidential Summary Report

Grant County Schools 2005-2006 WESTEST At or Above Mastery Scores Confidential Summary Report

Grade 3

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	79	80				
Grant County Schools	78	70	75	63	44	40
Dorcas Elementary School	82*	82*	80*	60	67	100*
Maysville Elementary School	86*	95*	100*	100*	67	100*
Petersburg Elementary School	74	62	69	54	36	14
Petersburg High School						
Union Educational Complex	86*	76	79*	79	40	40

Grade 3

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	87	80				
Grant County Schools	81	73	76	67	64	36
Dorcas Elementary School	91*	100*	80	100	100*	100*
Maysville Elementary School	95*	90*	100*	88*	100*	100*
Petersburg Elementary School	77	68	73	63	64	14
Petersburg High School						
Union Educational Complex	76	62	71	57	20	20

Grant County Schools 2005-2006 WESTEST At or Above Mastery Scores

Grade 4

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	77	82				
Grant County Schools	74	85*	71	84*	50	57
Dorcas Elementary School	54	69	43	71	40	40
Maysville Elementary School	72	80*	67	75	50	50
Petersburg Elementary School	79*	89*	71	85*	50	70
Petersburg High School						
Union Educational Complex	74	84*	92*	92*	60	60

Grade 4

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	85	79				
Grant County Schools	82	78*	82	75	64	61
Dorcas Elementary School	77	54	100*	57	80	20
Maysville Elementary School	84	84*	83	83*	63	63
Petersburg Elementary School	88*	81*	80	73	80	70
Petersburg High School						
Union Educational Complex	63	74	77	85*	20	80*

Grant County Schools 2005-2006 WESTEST At or Above Mastery Scores

Grade 5	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	80	79				
Grant County Schools	72	80*	65	74	30	41
Dorcas Elementary School	93*	87*	100*	100*	0	0
Maysville Elementary School	92*	88*	89*	78	50	50
Petersburg Elementary School	67	79*	59	71	29	35
Petersburg High School						
Union Educational Complex	58	71	53	71	20	60

Grade 5

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	85	78				
Grant County Schools	81	73	74	65	59	37
Dorcas Elementary School	100*	93*	100*	100*	100*	100*
Maysville Elementary School	83	92*	78	89*	25	50
Petersburg Elementary School	79	75	73	67	59	35
Petersburg High School						
Union Educational Complex	75	38	65	29	80	20

**Grant County Schools
2005-2006 WESTEST At or Above Mastery Scores**

Grade 6	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	75	81				
Grant County Schools	69	85*	64	79	33	50
Dorcas Elementary School	64	64	33	50	25	25
Maysville Elementary School	85*	96*	93*	93*	50	75
Petersburg Elementary School	71	88*	67	82*	45	55
Petersburg High School						
Union Educational Complex	46	71	44	69	0	40

Grade 6

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	84	74				
Grant County Schools	82	72	75	61	54	50
Dorcas Elementary School	73	64	50	33	50	50
Maysville Elementary School	93*	74*	93*	73	75	100*
Petersburg Elementary School	87*	83*	82	74*	73	45
Petersburg High School						
Union Educational Complex	54	33	50	25	0	20

**Grant County Schools
2005-2006 WESTEST At or Above Mastery Scores**

Grade 7	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	75	81				
Grant County Schools	80*	84*	73	79	38	33
Dorcas Elementary School						
Maysville Elementary School						
Petersburg Elementary School						
Petersburg High School	83*	85*	77*	80	37	37
Union Educational Complex	57	71	55	73	40	20

Grade 7

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	82	70				
Grant County Schools	85*	74*	81	67	50	25
Dorcas Elementary School						
Maysville Elementary School						
Petersburg Elementary School						
Petersburg High School	88*	75*	84*	67	58	26
Union Educational Complex	64	64	64	64	20	20

**Grant County Schools
2005-2006 WESTEST At or Above Mastery Scores**

Grade 8	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	73	81				
Grant County Schools	73	83*	62	74	27	27
Dorcas Elementary School						
Maysville Elementary School						
Petersburg Elementary School						
Petersburg High School	76*	83*	64	75	29	24
Union Educational Complex	56	78	53	73	0	100

Grade 8

	All Subgroup	Economically Disadvantaged	Students With Disabilities
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	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	84	72				
Grant County Schools	89*	71	81	59	64	36
Dorcas Elementary School						
Maysville Elementary School						
Petersburg Elementary School						
Petersburg High School	91*	73*	85*	64	62	38
Union Educational Complex	72	50	67	40	100	0

**Grant County Schools
2005-2006 WESTEST At or Above Mastery Scores**

Grade 10

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Math	Reading/LA	Math	Reading/LA	Math	Reading/LA
West Virginia	69	76				
Grant County Schools	70*	78*	65	70	17	26
Dorcas Elementary School						
Maysville Elementary School						
Petersburg Elementary School						
Petersburg High School	70*	78*	67	71	17	28
Union Educational Complex	73*	81*	57	64	20	20

Grade 10

	All Subgroup		Economically Disadvantaged		Students With Disabilities	
	Science	Social St.	Science	Social St.	Science	Social St.
West Virginia	87	NA				
Grant County Schools	86		80		43	
Dorcas Elementary School						
Maysville Elementary School						
Petersburg Elementary School						
Petersburg High School	87*	NA	82	NA	44	NA
Union Educational Complex	85	NA	71	NA	40	NA

Grant County did not meet AYP requirements for the Students with Disabilities. The All cell met and exceeded the WV average and baseline scores. The Econ. Disadvantaged students made progress and met the WV baseline at most grade levels. The Science and Social Studies scores for the Students with Disabilities were very good and demonstrated growth. The Hispanic cell did not equal fifty students but demonstrated a need to provide support for the LEP students.

WESTEST Confidential Item Analysis Summary

Grant County Schools
Confidential Item Analysis Summary
2005-2006 WESTEST

The following areas in Mathematics and Reading Language Arts were areas per-grade level that was lowest in percent of students with item correct for

Grade	Item# CSO # and Description
3 rd	MA3.1.1 Compare Numbers MA3.1.10 Money MA3.1.13 Divisor-Whole Numbers MA3.2.1 Geometric Patterns MA3.2.4 Graphs RLA3.1.5 Literary Text RLA3.2.8 Written Composition RLA3.2.3 Supporting Sentences
4 th	MA4.1.15 Division Whole Numbers MA4.1.7 Identify Fractions MA4.2.1 Identify Patterns RLA4.15 Figurative Language RLA4.2.11 Verb Tense
5 th	MA5.1.5 Divisibility Rule MA5.1.6 Order Factors MA5.3.5 Identify Rotation MA5.4.3 Volume of Prism
6 th	MA6.1.4 Integers of Number line MA6.2.1 Order of Operation MA6.2.3 Identify Pattern MA6.2.7 Evaluate Equation RLA6.1.4 Transitional Words RLA6.1.8 Text Connections RLA6.2.14 Sentence Fragments
7 th	MA7.1.3 Determine absolute Value MA7.3.1 Compare/measure Angles MA7.5.4 Find Known Mean RLA7.1.4 Comp-Supporting Details RLA7.1.5 Author's Purpose RLA7.2.9 Sentence Combination
8 th	MA8.1.6 Solve Fraction Problem MA8.2.4 Subtract Polynomials MA8.2.5 Algebraic Expressions MA8.2.8 Complete Patterns RLA8.1.3 Comp-making Judgment RLA8.1.3 Comp-Inference RLA8.1.3 Comp-Strategies RLA8.1.11 Vocab-Root Word RLA8.2.7 Verb Tense
10 th	MA10.1.2 Apply Scientific Notation MA10.2.1 Solve/Graph Inequality MA10.2.2 Solve Literal Equations MA10.2.7 Determine Slope of Line MA10.2.8 Graph Linear Equation MA10.4.4 Apply Formula for Volume RLA10.1.5 Vocab-Context Clues RLA10.1.7 Form Conclusions RLA10.2.5 Relevant Details RLA10.2.16 Part of Speech

WESTEST Confidential Roster Report

Each Principal was given a copy of the Confidential Roster Report for their school. Each principal was given a copy of the WVDE Using Assessment Results (Systemic

Continuous Improvement Process to use for training sessions with their staff. The Title II and Title I Instructional Coaches will provide teachers and administrators with professional development on the use of the forms on pages 46 (Teacher's Worksheet), 47 (Principal Worksheet), 48 in Appendix C of the WVDE Using Assessment Results to insure that each student's scores are used to provide prescriptive interventions.

WV Writing Assessment

Grant County students continue to show improvement in their writing assessment scores. The fourth grade students scored 86% mastery or above which placed them 4th in the state. The Seventh grade scored 81% mastery or above which was six percentage points above the WV average scores. The Tenth grade students scored at the WV average of 79%. We will continue to use the Writing Roadmap, four square process writing across the curriculum and other interventions to work on writing achievement.

GRANT COUNTY SCHOOL WRITING ASSESSMENT THREE YEAR COMPARISON 7th GRADE

Combined Petersburg High and Union Educational Complex 7th Graders

All Grant Co. Schools 7 th Grade	Distinguished			Above Mastery			Mastery			At or Above Mastery			Partial Mastery			Novice			Below Mastery		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Year Tested	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
# of Students	6	10	8	27	21	26	90	74	86	123	105	120	39	22	30	4	3	1	44	25	21
% of Students	3%	8%	5%	16%	16%	17%	54%	57%	57%	74%	81%	79%	23%	17%	20%	2%	2%	1%	26%	19%	21%

WV At or Above Mastery 76%

Petersburg High School 7th Grade

PHS 7 th Grade	Distinguished			Above Mastery			Mastery			At or Above Mastery			Partial Mastery			Novice			Below Mastery		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Year Tested	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
# of Students	6	10	8	25	20	20	80	61	72	111	91	100	35	22	25	4	3	1	40	25	26
% of Students	4%	9%	6%	17%	17%	16%	53%	53%	57%	74%	78%	79%	23%	19%	20%	1%	3%	1%	26%	22%	21%

WV At or Above Mastery 76%

Union Educational Complex 7th Grade

UEC 7 th Grade	Distinguished			Above Mastery			Mastery			At or Above Mastery			Partial Mastery			Novice			Below Mastery		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Year Tested	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
# of Students	0	0	0	2	1	6	10	13	14	12	14	20	4	0	5	0	0	0	4	0	5
% of Students	0%	0%	0%	13%	7%	24%	63%	93%	56%	75%	100%	80%	25%	0%	20%	0%	0%	0%	25%	0%	20%

WV At or Above Mastery 76%

GRANT COUNTY SCHOOL WRITING ASSESSMENT THREE YEAR COMPARISON 10th GRADE

Submitted by: David Fincham, May 3, 2007

Combined Petersburg High and Union Educational Complex 10th Grade

All Grant County Schools 10 th Grade	Distinguished			Above Mastery			Mastery			At or Above Mastery			Partial Mastery			Novice			Below Mastery		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Year Tested	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
# of Students	12	13	11	39	30	39	67	77	80	118	120	130	18	27	12	1	4	2	19	31	15
% of Students	9%	9%	8%	28%	20%	27%	49%	51%	55%	86%	79%	90%	13%	18%	8%	1%	3%	1%	14%	21%	10%

WV At or Above Mastery 87%

Petersburg High School 10th Grade

PHS 10 th Grade	Distinguished			Above Mastery			Mastery			At or Above Mastery			Partial Mastery			Novice			Below Mastery		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Year Tested	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
# of Students	12	10	11	34	23	36	59	66	65	105	99	112	13	20	8	1	4	2	14	24	10
% of Students	10%	8%	9%	29%	19%	30%	50%	54%	53%	88%	80%	92%	11%	16%	7%	.5%	3%	2%	12%	20%	8%

WV At or Above Mastery

87%

Union Educational Complex 10th Grade

UEC 10 th Grade	Distinguished			Above Mastery			Mastery			At or Above Mastery			Partial Mastery			Novice			Below Mastery		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Year Tested	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
# of Students	0	3	0	5	7	3	8	11	15	13	21	18	5	7	4	0	0	0	5	7	5
% of Students	0%	11%	0%	28%	25%	13%	44%	39%	65%	72%	75%	78%	28%	25%	17%	0%	0%	0%	28%	25%	22%

WV At or Above Mastery 87%

SAT/ACT Results

The participation rate has increased in both the ACT and the SAT. The SAT Mean Score in Math and Verbal dropped slightly from 2004 to 2005. The ACT composite also dropped from 20.5 in 2004 to 19.3 in 2005. The 2006 results will be reviewed to determine trends.

ACT Explore - Grade 8 Middle School

The Grant County 2006 Explore scores were higher in every area than the 2005 scores. The scores were significantly higher than the national average.

Mean	English	Mathematics	Reading	Science	Composite
2005 county scores	13.3	13.7	13.3	15.4	14.0
2006 county scores	14.8	15.1	13.9	16.2	15.1
National 2006 scores	13.9	14.4	13.9	15.9	14.7

ACT Plan - Grade 10 High School

Grant county 10th grade students met the state averages for the PLAN test. Math continues to be the area of greatest concern. A greater effort to analyze the EXPLORE scores will be done to provide interventions to students to help promote higher scores once the students take the PLAN test.

AP Testing Report/AP Rate

County	Year 2003	Year 2004	Year 2005
10th Grade Test Takers (%)	0.0	0.0	1.4
11th Grade Test Takers (%)	0.0	0.0	0.0
12th Grade Test Takers (%)	0.0	0.0	0.0
10th Grade Students with APT Score 3 or Higher (%)	0.0	0.0	100.0
11th Grade Students with APT Score 3 or Higher (%)	0.0	0.0	0.0
12th Grade Students with APT Score 3 or Higher (%)	0.0	0.0	0.0

End of Course Testing Report for Career and Technical Education

Grant County Students attend the South Branch Valley Career and Technical Center which is located in Grant County but serves Pendleton, Hardy and Grant counties. The individual scores by school are not available at this time but the overall scores for the center are as follows:

Second semester 2006 results:

Accounting/Finance 76.15% met standards

Auto Technology 59% met standards

Adult Business 100% met standards

Electronic Technology 100% met standards

General Building 93.1% met standards

Health Occupations 100% met standards

Industrial Maintenance 100% met standards

Masonry 96% met standards

Welding Technology 88.5% met standards

Informal Reading Assessment

Petersburg, Dorcas, and Maysville Elementary schools are using DIBELS in place of the Informal Reading Assessment in grades K-2. Union Educational Complex completed the IRA. Benchmarking and progress monitoring reports are on file at the schools using DIBELS as well as the IRA reports at Union Educational Complex. Since PES is on school improvement, STAR reading for grades K-6 is provided so benchmarking and progress monitoring of those students can be performed also.

Informal Math Assessment

All elementary schools are using Everyday Math for their Informal Math Assessment. Because Petersburg Elementary School is on improvement, the students will use STAR math for progress monitoring purposes also. Formative and Benchmark Assessments

All Grant County schools use iKnow benchmarking tests and formative assessments. Union Educational Complex, Petersburg Elementary, Dorcas Elementary and Maysville Elementary use Odyssey formative and benchmarking assessments for reading and math. Dynamic Classroom Assessments for math will be continued this year for teachers and students in grades K-12.

LEP - What are the procedures for identifying LEP students (service levels/cut-off scores)?

The Woodcock-Munoz Language Survey Normative Update test is administered to all enrolled LEP students. The three areas of Broad English Ability, Oral Language Ability (Picture Vocabulary, Verbal Analogies), and Reading-Writing Ability (Letter-Word Identification, Dictation) are scored for proficiency levels. Scale:

Level I, Negligible; Impossible to demands of instruction in English

Level II, Very Limited, Extremely Difficult to Impossible to demands of instruction in English

Level III. Limited, Very Difficult to demands of instruction in English

Level IV, Fluent, Mangabeable to demands of instruction in English

Level V, Advanced, Very Easy to demands of instruction in English

All students not at Advanced level will receive LEP support.

LEP - What are the number and percent of LEP students at each proficiency level on WESTELL (negligible, very limited, average, advanced)?

Results for 2006 WESTELL for 3-12 and ELDA for K-2 are as follows show 100% of the LEP students were tested

Level 1 = Pre-functional Limited English Proficient

Level 2 = Beginning Limited English Proficient

Level 3 = Intermediate Limited English Proficient

Level 4 = Advanced Limited English Proficient

Level 5= Full English Proficiency

Student	Grade	Listening		Speaking		Reading		Writing		Comprehension	Composite
		Score	Level	Score	Level	Score	Level	Score	Level	Level	Level
Student # 1	K		2		2		2		2		2
Student # 2	K		3		4		2		2		2
Student # 3	K		3		3		2		1		1
Student # 4	K		3		2		1		1		1
Student # 5	K		5		4		3		2		2
Student # 6	2		4		4		4		5		4
Student # 7	2		3		2		3		3		3
Student # 8	2		3		3		4		4		4
Student # 9	3	401	1	516	2	327	1	296	1	1	1
Student # 10	3	532	2	912	5	554	2	557	2	2	2
Student # 11	7	508	1	470	2	420	1	413	1	1	1
Student # 12	9	494	1	626	2	422	1	513	2	1	1
Student # 13	11	533	1	601	2	382	1	479	1	1	1

LEP - What are the number and percent of LEP students participating in the statewide assessment program?

Results for 2006 WESTELL for 3-12 and ELDA for K-2 are as follows show 100% of the LEP students were tested

Level 1 = Pre-functional Limited English Proficient

100% of the LEP students participated in the state testing program.

WESTELL or ELDA

Numbers from the 2006 testing: Kindergarten 5

Second Grade 3

Third Grade 2

Seventh Grade 1

Ninth Grade 1

Eleventh Grade 1

100% of the LEP students in grades 3-8 and 10 participated in the 2006 WESTEST.

100% of the LEP students in grades K-2 participated in the ELDA.

.06% of the student population that was tested were LEP students.

LEP - What are the number and percent of LEP students at or above the 50th percentile on the statewide assessment program?

0% of the LEP students were at or above mastery level on any core content portion of the 2006 WESTEST. We have not received the results from the 2007 WESTEST at the time of submission. It will be added in August.

PRIORITIES

1. The number one priority is to meet AYP in the Students with Disabilities cell in both Mathematics and Reading/Language Arts.
2. To provide support for LEP students in order to promote student achievement.
3. Provide special programming for mathematics to promote student achievement.
4. Provide benchmarking and formative assessments to progress monitor student achievement.
5. Continue to provide support to high schools for college preparation and post high school education.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Grant County	Year 2003	Year 2004	Year 2005
Total Students (%)	94.6	98.0	97.7
Male (%)	94.7	98.0	97.6

Females (%)	94.5	98.0	97.7
White (%)	94.6	98.0	97.7
Black (%)	95.3	98.1	97.6
Hispanic (%)	89.9	100.0	91.2
Asian (%)	96.8	96.3	97.6
American Indian (%)	n/a	n/a	n/a
Limited English Proficiency (%)	n/a	n/a	92.7
Special Education (%)	94.7	98.0	97.4
Economically Disadvantaged (%)	93.7	97.4	97.1

Discipline Referral Report

The majority of discipline incidents in all county schools concern general school management issues. All incidents are maintained in the WVEIS system and reviewed for trends.

Dropout Rates/Graduation Rates (by subgroup if available)

While the graduation rate improved slightly and the gap between general education and special education lessened slightly, the graduation rate remains a concern. The county rate is 86% which is an improvement from 2005.

College Enrollment Rate

The college attendance rate has shown a slight improvement over the past three years. Each high school is making efforts to do campus visits and provide workshops for the students. ACT testGEAR is being purchased through Rural and Low Income Schools funds so students can improve their ACT scores which will in turn improve the college attendance rate.

College Developmental Course Rate

College preparatory classes and virtual school classes have been added to the high school curriculum. College dual credit courses in English, History, Speech, Chemistry and Biology can be taken by high school juniors and seniors.

PRIDE Survey

The PRIDE information shows little change over time. Our concerns remain with substance abuse and providing a health program which help the students with making healthy choices.

Results of Nationally Recognized Physical Fitness Test

Students participated in Fitnessgram. Physical Education teachers had an option to report their Fitnessgram reports. Dorcas and Petersburg Elementary Schools reported their results.

Dorcas Elementary School

Category	In Range	Out Range
Aerobic Capacity	6	4
Body Composition	7	3
Curl Up	9	1
Upper Body Strength	9	1
Flexibility	7	3
Trunk Lift	10	

Petersburg Elementary School

Category	In Range	Out Range
Aerobic Capacity	51	29
Body Composition	32	48
Curl Up	80	
Upper Body Strength	60	20
Flexibility	76	4
Trunk Lift	80	

Youth Risk Behavior Survey

Data reflects 2003 survey. The information is not up-to-date enough to provide relevant and useful data for Grant County.

CIMP Self Assessment

Implemented strategies from 06-07 SY will continue to be utilized for continued improvements during the 07-08 SY; i.e., DI,Co-Teach, Dibels, PreK, and all contractual services. Concerns & Needs as depicted by the CIMP assessment with focused concerns include; drop-out rate, attendance rates, increased parental and community involvement, (in connection to drop-out and attendance), and the accurate and continual/on-going updating of the WVEIS program for special needs students. Additional mechanisms and strategies will be the incorporation of: a) student progress monitoring, b) Response To Intervention - Tiers 1,2 &3, c) ongoing IEP, FBA and Behavioral Intervention Plan training and documentation, d) creation & implementation of a county-wide autism program based on the research model - TEACCH, and, e) hiring of an SLP-Assistant with required supervision in connection to no viable SLP applicants.

Special Education Data Profiles

While Grant County continues to close the gap between the State and County averages of students with disabilities, we remain above the state average in the following categories: autism, behavior disorders, mental impairments, OHI, preschool special needs, SLD, and speech/language impairments. Grant County will continue to implement Response to Intervention at Petersburg Elementary School, with the following schools implementing RTI during the 07-08 SY; Dorcas Elementary, Maysville Elementary and Union Education Complex. Administrators, Special Education, Regular Ed., and Title I teachers will be provided on-going training in support of this initiative. Grant County has created the position; Educational Diagnostician, in support of student evaluations. This position will also provide data collection and analysis of Student Progress Monitoring, student achievement/progression in Tiers 2 & 3, FBA/BIP's, and IEP accuracy and accountability.

LEP - What are the number and percent of limited English proficiency (LEP) students?

Grant County has 14 LEP students at the present time. This is .07% of our total student population.

LEP - What are the major language groups?

The major language groups are Spanish and Chinese.

LEP - What are the number and percent of immigrant students ("if available)?

Information not available.

LEP - What are the number and percent of migrant students?

Information not available.

What are the number and percent of schools/levels serving LEP students?

6 first graders (5 PES, 1 DES)

3 third graders (PES)

1 fourth grader (PES)

- 1 fifth grader (PES)
- 1 tenth grader (PHS)
- 2 eleventh graders (PHS)

PRIORITIES

1. Provide strategies to improve student achievement for the special education students.
2. Continue to provide interventions which will help to raise the graduation rate.
3. Provide support for the growing number of LEP students to promote student achievement.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

N/A

North Central Report on Schools

N/A

Monitoring Reports (Special Education and NCLB)

Technology needs to be used to improve the student achievement of special education and Low SES students. Use technology to provide high level courses for gifted education students.

Walkthrough Summaries

Principals will continue to use eWalk to complete walkthroughs. The eWalk software was purchased by RESA VIII.

High Schools that Work Assessment Report

N/A

Making Middle Grades Matter Report

N/A

High Schools that Work Annual Report

N/A

Highly Qualified Personnel Report

Grant County Schools Overall Average for Highly Qualified was 95.5%

Highly Qualified by Schools:

Dorcas Elementary School	100%
Maysville Elementary School	100%
Petersburg Elementary School	100%
Petersburg High School	92.1%
English	94.0%
Reading/Language Arts	85.7%
Mathematics	92.6%
Science	90.5%
Foreign Language	87.5%
Civics and Government	100%
Economics	100%
Arts	96.2%
History	96.4%
Geography	71.4%
Union Educational Complex	91.2%
English	100%
Reading/Language Arts	100%
Mathematics	45%
Science	93.8%
Foreign Language	100%
Civics and Government	100%
Arts	100%
History	100%
Geography	100%

Framework Assessment of High Yield Practices

21st Century Learning Skills

Innovative Approaches to Meeting Subgroup Needs

Support for School-Based Professional Development that is Ongoing and Embedded

Prioritization and Mapping

Use of Data to Target Improvement Efforts

Data-Based System for Monitoring Student Academic and Personal Progress

Digital Divide Report (Technology)

All of the schools will have an updated, functioning school web page. The server at Petersburg High School needs to be replaced. Continue to reduce the number of Windows 98 computers to 0.

Teachers have expressed need for more Differentiated Instruction training. This was provided through the County Teachers Academy and will be continued through RESA VIII trainings and trainings provided at the beginning of school in individual schools.

Additionally, the processes to develop IEPs, Functional Behavior Assessments, and Behavior Intervention Plans have lacked consistency across the county schools due to differences in the training teachers have received based on the year they were trained or the provider. Two coordinators from the Office of Special Education at WVDE will provide the training early in the 2006-07 school year.

PRIORITIES

1. Priority will be given to hire and retain highly qualified personnel.
2. Technology needs to be used to improve the student achievement of special education and Low SES students. Use technology to provide high level courses for gifted education students.
3. Principals will continue to use eWalk to complete walkthroughs. The eWalk software was purchased by RESA VIII.
4. All of the schools will have an updated, functioning school web page. The server at Dorcas Elementary needs to be replaced. Continue to reduce the number of Windows 98 computers to 0.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will, at a minimum, achieve mastery or above in reading/language arts by 2013-2014, as measured by formative and summative assessments.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	1.1: The percent of students scoring at mastery or above in the All subgroup will increase a minimum of 3% each year as measured by WESTEST.	RLA All	78.80	90.80
1.2	1.2: The percent of students scoring at mastery or above in the Low SES subgroup will increase a minimum of 3.4% each year as measured by WESTEST.	RLA SES	69.50	86.50
1.3	1.3: The percent of students scoring at mastery or above in the Students with disabilities subgroup will increase a minimum of 6.9% each year as measured by WESTEST.	RLA Students with Disabilities	37.40	71.90

Goal 2: All students will at a minimum, achieve mastery or above in mathematics by 2013-2014, as measured by formative and summative assessments.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	2.1: The percent of students scoring at mastery or above in the All subgroup will increase a minimum of 3.2% each year as measured by WESTEST.	Math All	71.20	87.20
2.2	2.2: The percent of students scoring at mastery or above in the Low SES subgroup will increase a minimum of 4.2% each year as measured by WESTEST.	Math SES	61.90	82.90
2.3	2.3: The percent of students scoring at mastery or above in the Students with Disabilities subgroup will increase a minimum of 6.9% each year as measured by WESTEST.	Math Students with Disabilities	37.60	72.10

Goal 3: Provide technology (software and hardware) to personalize learning to accommodate different learning styles and be able to remediate and accelerate to meet student needs and to become 21st Century learners. Use of the purchased software and hardware will be monitored by the school's technology coordinator and Grant County Technology Coordinator by running Odyssey and Skills Bank 5 reports, computer usage sign-in logs, and computer lab schedules.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	According to the Digital Divide Survey, Grant County Schools have a total of 18 Windows 95 computers. In order to run up-to-date software, these computers need to be replaced with Windows 2000 or Windows XP operating systems so students can have access to remediation and acceleration software.	Technology	155.00	0.00

Goal 1: All students will, at a minimum, achieve mastery or above in reading/language arts by 2013-2014, as measured by formative and summative assessments.

Objective 1.1 1.1: The percent of students scoring at mastery or above in the All subgroup will increase a minimum of 3% each year as measured by WESTEST.

As measured by: WESTEST				
Baseline Data	Targets		Actual	
	2005-2006	81.20	2005-2006	78.80
	2006-2007	83.60	2006-2007	81.25
	2007-2008	86.00	2007-2008	0.00
	2008-2009	88.40	2008-2009	N/A
	2009-2010	90.80	2009-2010	N/A

Objective 1.2 1.2: The percent of students scoring at mastery or above in the Low SES subgroup will increase a minimum of 3.4% each year as measured by WESTEST.

As measured by: WESTEST				
Baseline Data	Targets		Actual	
	2005-2006	72.90	2005-2006	69.50
	2006-2007	76.90	2006-2007	75.95
	2007-2008	79.70	2007-2008	0.00
	2008-2009	83.10	2008-2009	N/A
	2009-2010	86.50	2009-2010	N/A

Objective 1.3 1.3: The percent of students scoring at mastery or above in the Students with disabilities subgroup will increase a minimum of 6.9% each year as measured by WESTEST.

As measured by: WESTEST				
Baseline Data	Targets		Actual	
	2005-2006	44.30	2005-2006	37.40
	2006-2007	51.30	2006-2007	40.90
	2007-2008	58.10	2007-2008	0.00
	2008-2009	65.00	2008-2009	N/A
	2009-2010	71.90	2009-2010	N/A

Goal 2: All students will at a minimum, achieve mastery or above in mathematics by 2013-2014, as measured by formative and summative assessments.

Objective 2.1 2.1: The percent of students scoring at mastery or above in the All subgroup will increase a minimum of 3.2% each year as measured by WESTEST.

As measured by: WESTEST			
Baseline Data	Targets		Actual
	2005-2006	74.40	71.20
	2006-2007	77.60	74.65
	2007-2008	80.80	0.00
	2008-2009	84.00	N/A
	2009-2010	87.20	N/A

Objective 2.2 2.2: The percent of students scoring at mastery or above in the Low SES subgroup will increase a minimum of 4.2% each year as measured by WESTEST.

As measured by: WESTEST			
Baseline Data	Targets		Actual
	2005-2006	66.10	61.90
	2006-2007	70.30	69.35
	2007-2008	74.50	0.00
	2008-2009	78.70	N/A
	2009-2010	82.90	N/A

Objective 2.3 2.3: The percent of students scoring at mastery or above in the Students with Disabilities subgroup will increase a minimum of 6.9% each year as measured by WESTEST.

As measured by: WESTEST			
Baseline Data	Targets		Actual
	2005-2006	44.50	37.60
	2006-2007	51.40	35.80
	2007-2008	58.30	0.00
	2008-2009	65.20	N/A
	2009-2010	72.10	N/A

Goal 3: Provide technology (software and hardware) to personalize learning to accommodate different learning styles and be able to remediate and accelerate to meet student needs and to become 21st Century learners. Use of the purchased software and hardware will be monitored by the school's technology coordinator and Grant County Technology Coordinator by running Odyssey and Skills Bank 5 reports, computer usage sign-in logs, and computer lab schedules.

Objective 3.1 According to the Digital Divide Survey, Grant County Schools have a total of 18 Windows 95 computers. In order to run up-to-date software, these computers need to be replaced with Windows 2000 or Windows XP operating systems so students can have access to remediation and acceleration software.

As measured by:
Digital Divide Survey Report
Baseline Data

Targets		Actual	
2005-2006	100.00	2005-2006	127.00
2006-2007	75.00	2006-2007	18.00
2007-2008	9.00	2007-2008	N/A
2008-2009	4.00	2008-2009	N/A
2009-2010	0.00	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 checked="" type="checkbox"/>	21st Century Learning Skills <input checked="" 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 type="checkbox"/>	Change Based on Internal and External Factors <input 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 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 type="checkbox"/>	Use of Data to Target Improvement Efforts <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 checked="" 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 checked="" type="checkbox"/>		
	Highly Qualified Teachers <input 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>Differentiated Instruction will be introduced through professional development.</p> <p>DIBELS will be introduced at PES as a pilot program. All schools will use iKnow benchmarking and formative assessments.</p> <p>DIBELS, IRA, IMA, iKnow, Odyssey will be used to frequently monitor student progress. Teachers may also use portfolios, quizzes, end of unit tests, etc.</p> <p>Vertical teaming was done to analyze data and map the curriculum. Data analysis was conducted at each school in grades 3-6 and 7, 8, and 10.</p> <p>Technical assistance was provided by RESA VIII on interpreting test scores.</p> <p>Implementation of the 90 minutes uninterrupted reading block for grades K-3 and 60 minutes of mathematics instruction. Schools met the mandated time requirements.</p> <p>Tuition reimbursement was provided for Title I teachers completing their certification requirements in order to be highly qualified. Recruitment efforts are made through the Human Resource Office to hire only highly qualified teachers for vacant positions.</p> <p>Family Math Nights were held to involve parents in their student's learning. Parent teacher conferences were held in the evening and during the day to better meet the needs of parents busy schedules. Math Leadership Team was formed to work with the WVDE on math initiatives and then</p>	<p>Follow up professional development and technical assistance from RESA VIII will be provided for ongoing Differentiated Instruction training.</p> <p>DIBELS will be introduced at DES, MES, and UEC in grades K-2 and added to PES in grades 4-6. Odyssey will be used at PES, MES, UEC and added to DES. Dynamic Classroom Assessment will be introduced to 43 teachers in grades K-12.</p> <p>DIBELS, IRA, IMA, iKnow, Odyssey will be used to frequently monitor student progress. Teachers may also use portfolios, quizzes, end of unit tests, etc.</p> <p>Since the special education cell did not meet AYP, emphasis will be placed on analyzing the special education results. The information will be used to make prescriptive changes in curriculum and instruction.</p> <p>Title I and Title II instructional coaches were hired and met with teachers to go over test results and presented packets to assist with data analysis. The Assistant Superintendent completed a data analysis and presented his findings to the principals.</p> <p>Continue to schedule the uninterrupted reading block and math time in grades K-3. Middle and secondary schedules will meet the mandated minutes required for core classes. Instructional time will be protected from unnecessary interruptions.</p> <p>Continue to hire highly qualified teachers for vacant positions. Title I and Title II will set aside funds to help teachers become highly qualified.</p>	<p>Continued technical assistance from RESA VIII and ongoing follow up Differentiated Instruction training will be held.</p> <p>Continued use of iKnow in all Grant County Schools as well as DIBELS, Odyssey, and Dynamic Classroom Assessment.</p> <p>DIBELS, IRA, IMA, iKnow, Odyssey will be used to frequently monitor student progress. Teachers may also use portfolios, quizzes, end of unit tests, etc.</p> <p>Instructional coaches and Assistant Superintendent will continue to complete data analysis to share with county administrators and teachers.</p> <p>Continue to monitor subgroups that did not meet AYP.</p> <p>Continue to schedule the uninterrupted reading block and math time in grades K-3. Middle and secondary schedules will meet the mandated minutes required for core classes. Instructional time will be protected from unnecessary interruptions.</p> <p>Continue to hire highly qualified teachers for vacant positions. Title I and Title II will set aside funds to help teachers become highly qualified.</p> <p>Continue with Family Math Nights and institute Literacy Nights to coincide with the new reading adoption. Continue with English in a Flash and the co-teaching model.</p> <p>Continue to provide ongoing follow up sessions on Differentiated Instruction. Continue to hire instructional coaches. Develop learning communities within each school to focus on best practices</p>	<p>Continued technical assistance from RESA VIII and ongoing follow up Differentiated Instruction training will be held.</p> <p>Continued use of iKnow in all Grant County Schools as well as DIBELS, Odyssey, and Dynamic Classroom Assessment.</p> <p>DIBELS, IRA, IMA, iKnow, Odyssey will be used to frequently monitor student progress. Teachers may also use portfolios, quizzes, end of unit tests, etc.</p> <p>Instructional coaches and Assistant Superintendent will continue to complete data analysis to share with county administrators and teachers.</p> <p>Continue to monitor subgroups that did not meet AYP.</p> <p>Continue to schedule the uninterrupted reading block and math time in grades K-3. Middle and secondary schedules will meet the mandated minutes required for core classes. Instructional time will be protected from unnecessary interruptions.</p> <p>Continue to hire highly qualified teachers for vacant positions. Title I and Title II will set aside funds to help teachers become highly qualified.</p> <p>Continue with Family Math Nights and Literacy Nights. Continue with English in a Flash and the co-teaching model.</p> <p>Continue to provide ongoing follow up sessions on Differentiated Instruction. Continue to hire instructional coaches. Continue learning communities.</p> <p>Continue Universal PreK Classes. Continue kindergarten</p>	<p>Continued technical assistance from RESA VIII and ongoing follow up Differentiated Instruction training will be held.</p> <p>Continued use of iKnow in all Grant County Schools as well as DIBELS, Odyssey, and Dynamic Classroom Assessment.</p> <p>DIBELS, IRA, IMA, iKnow, Odyssey will be used to frequently monitor student progress. Teachers may also use portfolios, quizzes, end of unit tests, etc.</p> <p>Instructional coaches and Assistant Superintendent will continue to complete data analysis to share with county administrators and teachers.</p> <p>Continue to monitor subgroups that did not meet AYP.</p> <p>Continue to schedule the uninterrupted reading block and math time in grades K-3. Middle and secondary schedules will meet the mandated minutes required for core classes. Instructional time will be protected from unnecessary interruptions.</p> <p>Continue to hire highly qualified teachers for vacant positions. Title I and Title II will set aside funds to help teachers become highly qualified.</p> <p>Continue with Family Math Nights and Literacy Nights. Continue with English in a Flash and the co-teaching model.</p> <p>Continue to provide ongoing follow up sessions on Differentiated Instruction. Continue to hire instructional coaches. Continue learning communities.</p> <p>Continue Universal PreK Classes. Continue kindergarten</p>

	<p>bring their knowledge back to provide professional development for Grant County teachers.</p> <p>Differentiated Instruction professional development was provided by Debbie Silver and Debbie McDonald.</p> <p>A PreK committee was formed to develop the PreK plan. County made a commitment to begin Universal PreK during 2006-2007 school year. Preschool and Head Start students visited kindergarten classrooms. Step Up Day was held for the 6th graders going to 7th grade. College visits were held by both high schools. College Day was held at both high schools.</p> <p>Each school had a PTO that met on a monthly basis. Each school's LSIC had parent representatives. Parents were encouraged to visit the school to conference with their child's teacher(s) during the first two hours of the ISE days. Teacher planning period times were given to parents. Two scheduled parent teacher conferences were held during the 2005-2006 school year. Informational letters were sent home in Spanish for our LEP students' parents.</p> <p>Teachers sent newsletters home to parents to inform them of school events and homework assignments. Parent volunteers were encouraged to volunteer in the schools. Parent Handbooks were sent home and posted on the school websites so parents were informed of important school information. School and Grant County web pages contained information that informed parents of school activities, school calendar, educational web sites, etc. Articles were submitted to the Grant County Press and Cumberland Times that reported on school events, sporting</p>	<p>Continue with the Family Math Nights and Math Leadership Team. Continue with evening and morning parent teacher conferences. Wendy Murawski will be providing technical assistance to PHS on co-teaching. English in a Flash program will be used by LEP students.</p> <p>Differentiated Instruction professional development was provided at the three day academy by the PES Title I staff and two members of the Differentiated Instruction Cadre. Two instructional coaches were hired to provide professional development and technical assistance to Grant County teachers.</p> <p>Five Universal PreK classrooms were established. Continue the PreK committee. Continue Preschool, PreK, and Head Start visits to Kindergarten classrooms. Continue Step Up Day for 6th graders going to 7th grade. Continue College Day and visits to college campuses. ACT testGEAR software will be purchased for ACT test preparation.</p> <p>Continue the parent activities that are listed for 2006 and explore new opportunities for parent partnerships.</p> <p>Continue the parent involvement activities that are listed for 2006 and explore new opportunities for parent involvement activities.</p> <p>Petersburg Elementary parents were informed by letter that PES was on school choice status. An informational meeting was held to inform PES parents about school choice. Supplemental Educational Services will be offered to PES students to improve student achievement. Title I funds will be set aside for PES's school choice. Title I and Title II instructional coaches will provide technical assistance and professional development to Grant</p>	<p>and instructional needs.</p> <p>Continue Universal PreK Classes. Continue kindergarten classroom visits by Preschool, PreK, and Head Start students. Continue College Day and college campus visits. Continue to use ACT testGEAR software.</p> <p>Continue the parent activities that are listed for 2006 and explore new opportunities for parent partnerships.</p> <p>Continue the parent involvement activities that are listed for 2006 and explore new opportunities for parent involvement activities.</p> <p>Continue to hire instructional coaches. Respond to summative data appropriately in order to promote internal and external change.</p>	<p>classroom visits by Preschool, PreK, and Head Start students. Continue College Day and college campus visits. Continue to use ACT testGEAR software.</p> <p>Continue the parent activities that are listed for 2006 and explore new opportunities for parent partnerships.</p> <p>Continue the parent involvement activities that are listed for 2006 and explore new opportunities for parent involvement activities.</p> <p>Continue to hire instructional coaches. Respond to summative data appropriately in order to promote internal and external change.</p>	<p>classroom visits by Preschool, PreK, and Head Start students. Continue College Day and college campus visits. Continue to use ACT testGEAR software.</p> <p>Continue the parent activities that are listed for 2006 and explore new opportunities for parent partnerships.</p> <p>Continue the parent involvement activities that are listed for 2006 and explore new opportunities for parent involvement activities.</p> <p>Continue to hire instructional coaches. Respond to summative data appropriately in order to promote internal and external change.</p>
<p>21st Century Learning Skills</p>					
<p>Prioritization and Mapping</p>					
<p>Data-Based System for Monitoring Student Academic and Personal Progress</p>					
<p>Use of Data to Target Improvement Efforts</p>					
<p>Support for School-Based Professional Development that is Ongoing and Embedded</p>					
<p>Innovative Approaches to Meeting Subgroup Needs</p>					

	<p>events, etc. Interim reports were sent home four times at midterms. Report cards were sent home four times throughout the year. Title I held parent involvement activities for their Title I parents.</p> <p>Petersburg Elementary parents were informed by letter that PES was on school choice status. An informational meeting was held to inform PES parents about school choice. Supplemental Educational Services were offered to PES students to improve student achievement. Title I funds were set aside for PES's school choice.</p>	<p>County Schools.</p>			
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HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
21st Century Learning Skills	<p>Included in the mission statements of numerous schools and school systems across the country is the intent to develop "life-long learners." Underlying this inclusion is the knowledge that all successful citizens must be learners throughout their careers, to upgrade knowledge and skills as needs change and technology advances. High performing school systems know that this life-long pattern of self-responsibility for learning begins within the planned programs of the public schools. High performing systems are intentional in how they develop self-directed learners. These systems have moved beyond the educational practices that foster dependence, passivity and a "tell me what to do and think" attitude on the part of students. Rather, these systems strongly promote practices that engage students in opportunities to make decisions and solve problems, to process information and become more self-confident. High performing systems conceptualize how a process of "planned gradualism" can develop independent learners at each programmatic level with more independence given as students gain maturity. A major goal is to guide students from the earliest school years to evaluate their own learning. The ability to self-assess and to self-monitor progress toward achievement of goals is major steps in ultimately becoming self-directed. To become independent and self-directed, students must be given opportunities to develop the skills necessary to achieve these characteristics. A major component of this process is goal setting. Educators in high performing systems provide students with strategies that encourage them to set their own goals for personal development and instructional improvement and to plan ways to achieve their goals. According to Horn and Murphy (1983), "... when students are working on goals they themselves have set, they are more motivated and efficient, and they achieve more than they do when working on goals that have been set by the teacher." Certainly, teachers in high performing systems are focused on the content standards and objectives set for their respective content areas. However, these teachers are skilled at finding ways to involve students in setting their own specific goals within the framework of what is to be learned. They provide options for activities and assignments that capture different student interests. They encourage students to think about their own learning styles and processes and to self-assess what they have learned. Because students are given choices and required to set learning goals related to those choices, they become more engaged and committed to learning goals. Furthermore, the students learn to take responsibility for planning, monitoring, and adjusting their own learning process to achieve the goals. Teachers who place an emphasis on student self-direction and efficacy teach and engage students in specific strategies that give them opportunities before, during and after instruction to exercise some control of their own learning and to become more reflective about their own thinking and learning processes. Through this metacognition, students gain personal efficacy and come to know that they control what is learned based on a belief in their own abilities to apply effort and achieve goals. Reflecting on their own performance and engaging in planning, monitoring and evaluating their own behaviors, fosters students' self-awareness and personal goal setting. As student self-direction is enhanced, student achievement ultimately improves. The educational process becomes more enjoyable for both the student and the teacher. However, the dedication to development of student personal self-reliance must occur throughout the school and system. Otherwise, the cultural norm of passivity and learned helplessness will diminish the effects of individual teachers. To be successful, the goal of developing "self-directed learners" must truly be part of the mission of the system and each individual school within the system.</p>
Prioritization and Mapping	<p>Title I, Special Education: If the purpose of an assignment is to improve student learning, then the teacher should employ formative assessment. This focuses on giving students frequent quick feedback as written comments. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. If the purpose of the assignment is to create a finished product, then the teacher should employ summative assessments. The teacher gives the feedback needed to "justify" the grade assigned. The teacher must establish sound assessment criteria and inform students of this criterion. Doing these two things enables student and faculty expectations to match. It makes defending your summative assessments much easier. (Erin Hogan Foubert, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
Data-Based System for Monitoring Student Academic and Personal Progress	<p>Title I, Special 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>To improve student learning, the teacher should monitor student achievement. This focuses on giving students frequent quick feedback. The results of formative assessment often drive changes in instructional strategies, collaboration among staff, modification of school schedules, and realignment of resources. To be most effective, formative assessment must be ongoing. (Erin Hogan Foubert, <i>Summative versus Formative Assessment, Teaching and Learning Technologies, TIP</i>)</p>
Use of Data to Target Improvement Efforts	<p>Title I, Special Education: 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. Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
Support for School-Based Professional Development that is Ongoing and Embedded	<p>Title I compliance We know with certainty that reforms in education today succeed to the degree that they adapt to and capitalize on this variability. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes, 1984; McLaughlin, 1990; Talbert, McLaughlin, & Rowan, 1993). Recognizing the importance of contextual differences compels professional developers to consider more seriously the dynamics of systemic change and the power of systems. Contexts involve organizations which must develop along with the individuals within them. Because of the powerful and dynamic influence of context, it is impossible to make precise statements about the elements of effective professional development. Even programs that share a common vision and seek to attain comparable goals may need to follow very different pathways to succeed. The best that can be offered are procedural guidelines that appear to be critical to the professional development process. These guidelines are derived from research on professional development specifically and the change process generally (Crandall et al., 1982; Fullan, 1991; Guskey, 1986; Huberman & Miles, 1984; Prochaska, DiClemente, & Norcross, 1992; McLaughlin, 1990). Rather than representing strict requirements, however, these guidelines reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time. Guideline #1: Recognize Change as Both an Individual and Organizational Process Guideline #2: Think Big, but Start Small Guideline #3: Work in Teams to Maintain Support Guideline #4: Include Procedures for Feedback on Results Guideline #5: Provide Follow-Up, Support, and Pressure Guideline #6: Integrate Programs What is evident from these guidelines is that the key to greater success in professional development rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have. This is true regardless of whether professional development is viewed as an integral part of one's career cycle, as a self-directed journey to find meaning and appreciation in one's work, or as a structured effort to keep professionals abreast of advances in their field. To develop this capacity requires a clear vision of our goals and a thorough understanding of the process by which those goals can be attained. Thomas Guskey (1995)</p>
Innovative Approaches to Meeting Subgroup Needs	<p>Title I, Special Education:</p> <p>Research has shown that severely at-risk youth benefit from interventions to prioritize services, expanded learning activities, pre-teaching and re-teaching activities, social interventions, and resources for the home. Prioritized services may be accommodated through a student referral process that identifies at-risk factors to trigger interventions. Extended learning activities with quality instruction and engaged learning may be provided through extended day or extended year programs, and should be of sufficient duration for improvement to occur. Pre-teaching and re-teaching activities will assist the student to be able participants in classroom learning, attain grade level proficiency, and experience success in the classroom. Social interventions, especially for English Language Learners, migrant, and homeless students will ease the students feeling of isolation, make them feel part of the culture of the school, and better enable the student's participation in all learning. Resources for the home, such as basic homework materials (pencils, pens, crayons, paper, etc.), dictionaries, calculators, etc. may enable students the successfully complete class-work. Research has shown that at-risk families generally use sparse assets to provide basic living essentials.</p> <p>Marzano, Robert J. (2003). <i>What Works In Schools</i>. Alexandria, Va. Association for the Supervision and Curriculum Development</p> <p>Payne, Ruby K. (1996). <i>A Framework for Understanding Poverty</i>. Highlands, TX. Aha! Process, Inc.</p> <p>Instructional strategies and models in a targeted assistance school must focus on enabling participating students to meet the State's student performance standards. The selection of instructional models to use in a targeted assistance school will be made by each school based on the needs of participating students. Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom</p>

teachers can also benefit participating children. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of failing, to meet the challenging standards, thoughtful consideration to program design is essential.

Policy Guidance for Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies - April 1996.

Technology Plan

Submitted by - DEF24001 2007-06-19 11:21:25.0

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,

To improve reading/language arts scores for elementary students, teachers in grades 2-6 will use the Know Zone reading program that aligns with our Scott Foresman Reading series. Writing assessment scores in grades 4, 7 & 10 can be improved by using the Writing Roadmap 2 program that is provided by the state. Elementary and secondary special education students can improve their academic achievement by using Milken Math, Odyssey, the Know Zone, and specialized software for the HATCH computers. Elementary schools will address reading/language arts and math goals by using Odyssey Reading, Math, Science and Social Studies lessons. Teachers and students in grades 3-8 and 10 will use the test bank of questions from the "iKnow" web site to familiarize themselves with the structure and content of the WESTEST. On the middle/high school levels, efforts will be made to improve state and county test scores by scheduling students into the computer labs and utilizing computers throughout the school to use Skills Bank, testGEAR ACT, SAT, and other remediation/acceleration programs. Middle/High School students can participate in career exploration with the use of the Bridges software.

Technology Needs Assessment

All of the schools will have an updated, functioning school web page. The server at Petersburg High School needs to be replaced. Continue to reduce the number of Windows 98 computers to 0.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All ,Technology

Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs

Action Step A new file server, server licenses, and/or additional hardware will be purchased for all schools in the county in order to use the current assessment, remediation, and instructional sites for reading, language arts, spelling, and math concepts.

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2010

Actual Begin Date
?

Actual End Date
?

Purpose To have an updated server and hardware at all Grant County schools.

Persons Responsible County Technology Coordinator, School Technology Coordinator

Target Audience Grant County staff and students

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

WVDE - School System Strategic Plan

Plan Section Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs**Action Step** Interactive whiteboards, projectors, and laptops/desktops will be purchased for each school as part of the 21st Century Skills initiative.**Projected Begin Date**

July 1, 2007

Projected End Date

June 30, 2010

Actual Begin Date

?

Actual End Date

?

Purpose To provide technology equipment for classroom use.**Persons Responsible** County Technology Coordinator**Target Audience** Students, Teachers, Administrators**Federal Compliances** Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools**Plan Section** Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** None**Action Step** Provide an infrastructure in all schools that is invisible to the user and allows staff to carry out objectives in the most economical and efficient manner.**Projected Begin Date**

July 1, 2007

Projected End Date

June 30, 2010

Actual Begin Date

?

Actual End Date

?

Purpose To provide an invisible infrastructure.**Persons Responsible** County Wiring Specialist, County Technology Coordinator, RESA Technicians**Target Audience** Students, Teachers, Administrators, Support Staff**Federal Compliances** Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools**Plan Section** Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** 21st Century Learning Skills**Action Step** SUCCESS and/or Basic Skills funds will be used to purchase new computers for Union Educational Complex.**Projected Begin Date**

July 1, 2007

Projected End Date

June 30, 2010

Actual Begin Date

?

Actual End Date

?

Purpose To purchase new computers for UEC.**Persons Responsible** County Technology Coordinator**Target Audience** UEC students and teachers**Federal Compliances** Technology 01-Using Technology Equipment/Infrastructure for Equitable Access to 21st Century Technology Tools**Plan Section** Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** None**Action Step** Upgrades will be made to Petersburg High School's infrastructure due to construction at that school.**Projected Begin Date**

July 1, 2007

Projected End Date

June 30, 2010

Actual Begin Date

?

Actual End Date

?

Purpose To provide Internet access to the new construction at PHS.**Persons Responsible** County Technology Coordinator, SUCCESS Consultant, County Wiring Specialist**Target Audience** PHS Students, Teachers, and Administrators**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** RLA All ,Math All**Associated High Yield Strategies** Data-Based System for Monitoring Student Academic and Personal Progress ,Use of Data to Target Improvement Efforts**Action Step** All principals will be trained to use TestMate Clarity in order to provide data to teachers to insure that prescriptive interventions are provided to improve student achievement. Teachers will be provided opportunities to request specialized queries to generate data reports on individuals and groups for analysis.**Projected Begin Date**

July 1, 2007

Projected End Date

June 30, 2010

Actual Begin Date

?

Actual End Date

?

Purpose Data about student achievement and conditions in and surrounding the school can support decisions designed to improve student learning. Mike Schmoker in his book, Results: the Key to Continuous School Improvement elaborates on the importance of data. His thoughts include the following powerful statements: "Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them. You cannot fight what you cannot see." "Data make the invisible visible, revealing strengths and weaknesses that are easily concealed." "Data almost always point to action – they are the enemy of comfortable routines. By ignoring data, we promote inaction and inefficiency."**Professional Development** Trainer Led**Persons Responsible** Director of Elementary Education, Technology Coordinator**Target Audience** Principals**Intended Impact on Audience** Principals will use TestMate Clarity reports to analyze the WESTEST results more effectively.**Federal Compliances** Technology 02-Technology Integration for 21st Century Skills/Student Achievement**Plan Section** Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** Data-Based System for Monitoring Student Academic and Personal Progress ,Innovative Approaches to Meeting Subgroup Needs ,Use of Data to Target Improvement Efforts**Action Step** All teachers will be trained to use the iKnow benchmark testing. Each grade level will be expected to test their students at a prescribed test window and use this data as a benchmark test. Each teacher will administer the test at prescribed intervals to evaluate progress and use the data to do prescriptive intervention as needs are revealed by the iKnow testing.

WVDE - School System Strategic Plan

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide a benchmarking assessment for teachers in grades 3-11.	Persons Responsible School iKnow administrators, Test Coordinator, Technology Coordinator	Target Audience Teachers and Students	Intended Impact on Audience Teachers will use the iKnow tests to benchmark their students and analyze the results.
Professional Development Trainer Led	Federal Complies Title I 02, NCLB Improvement, Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** 21st Century Learning Skills ,Support for School-Based Professional Development that is Ongoing and Embedded**Action Step** Curriculum integration training will be provided for all secondary teachers by School Technology Integration Coordinators to reinforce reading, language arts, and math concepts.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To teach secondary teachers how to integrate technology into their curriculum.	Persons Responsible School Technology Coordinator, Classroom Teachers	Target Audience Secondary teachers	Intended Impact on Audience Secondary teachers will integrate technology into their curriculum once they have received the technology training.
Professional Development Coaching ,Trainer Led	Federal Complies Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology**Associated Goals/Objectives** RLA All ,Technology**Associated High Yield Strategies** 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs**Action Step** Elementary teachers will use Kidspiration/Inspiration software to improve writing skills.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To teach elementary teachers how to use a software product to improve student writing skills.	Persons Responsible County Technology Coordinator	Target Audience Elementary Teachers and Students	
	Federal Complies Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** 21st Century Learning Skills ,Support for School-Based Professional Development that is Ongoing and Embedded**Action Step** Elementary teachers will receive follow up training on how to use the Odyssey program and reports.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To keep elementary teachers up to date on Odyssey.	Persons Responsible County Technology Coordinator, Odyssey consultant	Target Audience Elementary teachers	Intended Impact on Audience Elementary teachers will use the Odyssey program effectively with their students.
Professional Development Trainer Led	Federal Complies Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs**Action Step** Grant County Schools will provide software or access to online sites such as SAS in Schools, Marco Polo, and Reinventing Education for student remediation and acceleration.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide software and online materials for students and teachers to use for acceleration and intervention purposes.	Persons Responsible County Technology Coordinator, Classroom Teachers	Target Audience Students	
	Federal Complies Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** Innovative Approaches to Meeting Subgroup Needs**Action Step** Provide access to the Internet and WVEIS in order to enhance learning and improve student achievement in Grant County Schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide access to the Internet and WVEIS.	Persons Responsible County Technology Coordinator, WVEIS Contact, Classroom Teachers	Target Audience Teachers, Administrators, Students	
	Federal Complies Technology 02-Technology Integration for 21st Century Skills/Student Achievement		

Plan Section Technology**Associated Goals/Objectives** RLA All ,Math All ,Technology**Associated High Yield Strategies** Data-Based System for Monitoring Student Academic and Personal Progress ,Use of Data to Target Improvement Efforts**Action Step** The built in i-Know reporting system offers immediate results to target instruction. These reports provide analytic feedback teachers can translate quickly into instructional strategies. The reports also provide valuable data to discuss with parents so that they can be involved in the ongoing teaching and learning process.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide a benchmarking assessment.	Persons Responsible Classroom teachers, Special Education teachers, Title I teachers, Principals, County	Target Audience Classroom teachers, Special Education teachers, Title I teachers, Principals, County	

Technology Coordinator

Technology Coordinator

Federal Complies Title I 09. Additional Assessments and Educational Assistance, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All ,Technology

Associated High Yield Strategies Data-Based System for Monitoring Student Academic and Personal Progress ,Use of Data to Target Improvement Efforts

Action Step Through the use of Odyssey reading and math WESTEST practice tests, students and teachers can determine what WV CSOs the students have mastered or not mastered

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide online assessments for elementary teachers.	Persons Responsible Title I teachers, Classroom teachers, Principals, County Technology Coordinator	Target Audience Students and Teachers
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Federal Complies Title I 02. NCLB Improvement, Technology 02-Technology Integration for 21st Century Skills/Student Achievement

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All ,Technology

Associated High Yield Strategies Data-Based System for Monitoring Student Academic and Personal Progress ,Use of Data to Target Improvement Efforts

Action Step Use the Odyssey Reports Manager which tracks student achievement, evaluates individual progress on specific learning paths, and communicates results to teachers, parents, students, and stakeholders through easy-to-understand reports—helping educators meet NCLB accountability requirements

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To use assessment data to help teachers develop intervention lessons.	Persons Responsible Classroom teachers, Special Education teachers, Title I teachers, Principals, County Technology Coordinator	Target Audience Teachers, Students, Administrators
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Federal Complies Title I 02. NCLB Improvement, 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

Associated High Yield Strategies 21st Century Learning Skills

Action Step All principals, secretaries, central office staff, teachers, and service personnel will be trained in the use of computer communication applications such as email and Internet.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide Internet access for all Grant County employees.	Persons Responsible County Technology Coordinator, School Technology Coordinator	Target Audience Principals, Secretaries, Central Office Staff, Teachers, and Support Staff	Intended Impact on Audience Grant County staff will use the Internet and email to communicate with parents, students, and peers.
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Professional Development Trainer Led

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step County, school, and teacher web pages will be developed and maintained in a manner that will keep students, parents, and the general public informed on events and assignments.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide web pages in order to inform the staff, students, and community about school events and information.	Persons Responsible County Technology Coordinator, School Technology Coordinator, County and School Webmasters
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Target Audience Students, Teachers, Administrators, Parents/Community

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step Provide administrators with cell phones to ensure school safety and enhance communication.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To ensure school safety and enhance communication.	Persons Responsible Tony Oates, Grant County Treasurer	Target Audience Administrators
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Federal Complies Technology 03-Providing Collaboration/Communication Tools (Telecommunications Network/Email)

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step Provide local and long distance telephone service for improved communication among schools and community.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To provide local and long distance phone service to the schools.	Persons Responsible Tony Oates, Grant County Treasurer
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Target Audience Students, Teachers, Administrators, Community members

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step provide pagers for county maintenance personnel

Projected Begin Date March 1, 2008	Projected End Date March 1, 2012	Actual Begin Date ?	Actual End Date ?
Purpose to ensure better communications and student safety	Persons Responsible facilities director	Target Audience county maintenance personnel	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 RLA All ,Math All ,Technology

Associated High Yield Strategies 21st Century Learning Skills ,Support for School-Based Professional Development that is Ongoing and Embedded

Action Step Provide training on the use of the interactive whiteboard and how it can be integrated into all curriculum.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide training so teachers and students will use the interactive whiteboards.	Persons Responsible Whiteboard trainer, County Technology Coordinator	Target Audience Students, Teachers, Administrators	Intended Impact on Audience Staff will use the interactive whiteboard with their curriculum.
Professional Development Trainer Led		Federal Compliances Technology 04-Increased Access for Students and Teachers to 21st Century Tools	

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All ,Technology

Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs

Action Step Using TI funds, computers will be purchased and placed in core content elementary classrooms.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To purchase computers for elementary schools.	Persons Responsible County Technology Coordinator	Target Audience Elementary students and teachers	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

Associated High Yield Strategies 21st Century Learning Skills

Action Step County Technology Coordinator, Assistant Superintendent of Schools, and guidance counselors will attend professional development on the implementation of Virtual School classes.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To learn more about Virtual school class offerings.	Persons Responsible County Technology Coordinator, Assistant Superintendent	Target Audience Students and Teachers	Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All

Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs

Action Step Expand the implementation of Virtual School classes.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To inform more students about Virtual School classes.	Persons Responsible County Technology Coordinator, Assistant Superintendent of Schools	Target Audience Students	Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All ,Technology

Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs

Action Step Further implementation and use of Distance Learning Labs.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To increase use of the Distance Learning labs.	Persons Responsible County Technology Coordinator	Target Audience Students, Teachers, Administrators	Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning

Plan Section Technology

Associated Goals/Objectives RLA All ,Math All ,Technology

Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs

Action Step To provide virtual field trips or E-missions.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide virtual field trips.	Persons Responsible County Technology Coordinator, Classroom Teachers	Target Audience Students	
Federal Compliances Technology 05-Delivery of 21st Century Content through Distance Learning			

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

Plan Section Title I
Associated Goals/Objectives RLA All ,Math All ,Technology
Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs
Action Step Title I staff will provide sessions for parents on Internet use and Internet safety.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
Purpose	Persons Responsible Title I staff, County Technology Coordinator, School Technology Integration Specialists	Target Audience Title I parents and students	
Federal Compliances Title I 05. Parent Involvement, Technology 06-21st Century Parent/Community/Partnership Collaboration			

Plan Section Technology
Associated Goals/Objectives Technology
Associated High Yield Strategies 21st Century Learning Skills
Action Step Community members will use the TOC lab at Petersburg High School to improve their technology skills.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide access for the community to a computer lab to improve technology skills and adult literacy.	Persons Responsible TOC Directors, County Technology Coordinator	Target Audience Community members	
Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration			

Plan Section Technology
Associated Goals/Objectives RLA All ,Math All ,Technology
Associated High Yield Strategies None

Action Step To provide access to the Internet, WVEIS, to provide a safe school environment, to maintain a stable network, and to provide for improved communication between home, school, and community.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide access to the Internet and WVEIS.	Persons Responsible Classroom Teachers, Principals, County Technology Coordinator, WVEIS Contact, Director of Finance	Target Audience Students, Teachers, Administrators, Parents/Community	
Federal Compliances Technology 06-21st Century Parent/Community/Partnership Collaboration			

Technology 07-Professional Development for 21st Century Instruction

Plan Section Technology
Associated Goals/Objectives Technology
Associated High Yield Strategies 21st Century Learning Skills ,Innovative Approaches to Meeting Subgroup Needs
Action Step Bridges software and training will be provided to secondary teachers by the School Technology Coordinator so that career exploration will be incorporated into the curriculum.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide career awareness software to secondary students and teachers.	Persons Responsible School Technology Coordinators, Classroom Teachers	Target Audience Secondary students	Intended Impact on Audience Secondary teachers will use the Bridges software with their students to research careers.
Professional Development Trainer Led	Federal Compliances Technology 07-Professional Development for 21st Century Instruction		

Plan Section Technology
Associated Goals/Objectives Technology
Associated High Yield Strategies Support for School-Based Professional Development that is Ongoing and Embedded
Action Step Teachers will enroll in online professional development classes provided by EdVenture Group, West Virginia University and Marshall University.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide online professional development classes for teachers.	Persons Responsible Classroom teachers, County Technology Coordinator	Target Audience Teachers	Intended Impact on Audience Teachers will use what they learn in their online classes in their classrooms.
Professional Development Trainer Led	Federal Compliances Technology 07-Professional Development for 21st Century Instruction		

Plan Section Technology
Associated Goals/Objectives RLA All ,Math All ,Technology
Associated High Yield Strategies Support for School-Based Professional Development that is Ongoing and Embedded
Action Step Training in the use of the mobile laptop labs will be provided to all Grant County principals, teachers, and instructional aides.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To train staff on how to use the mobile laptop lab.	Persons Responsible County Technology Coordinator, School Technology Coordinator	Target Audience Teachers, Principals, and Service Personnel	Intended Impact on Audience Staff will use the mobile laptop labs to enhance student learning and achievement.
Professional Development Trainer Led		Federal Compliances Technology 07-Professional Development for 21st Century Instruction	

Technology 08-Maintenance and Repair of 21st Century Tools

Plan Section Technology
Associated Goals/Objectives Technology
Associated High Yield Strategies None
Action Step Appropriate staff in each school will complete Windows updates and Norton Anti-Virus scans on a regular basis on individual computers and school servers.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To keep the network virus free and up to date.	Persons Responsible Jay Keplinger, County Technology Coordinator, School Technology Integration Specialists	Target Audience Jay Keplinger, County Technology Coordinator, School Technology Integration Specialists	
Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools			

Plan Section Technology
Associated Goals/Objectives RLA All ,Math All ,Technology
Associated High Yield Strategies None
Action Step County Wiring Specialist will maintain networks and equipment.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide a person to maintain the network and equipment.	Persons Responsible County Wiring Specialist	Target Audience Students, Teachers, Administrators	
Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools			

Plan Section Technology
Associated Goals/Objectives RLA All ,Math All ,Technology
Associated High Yield Strategies None
Action Step Grant County Schools will contract with RESA VIII to repair and maintain the technology infrastructure and equipment.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To have someone to maintain the network and equipment.	Persons Responsible RESA VIII Technicians	Target Audience Students, Teachers, Administrators, Support Staff	
Federal Compliances Technology 08-Maintenance and Repair of 21st Century Tools			

Technology 09-Adult Literacy

Plan Section Technology
Associated Goals/Objectives Technology
Associated High Yield Strategies 21st Century Learning Skills
Action Step Access to online educational programs will be provided to those individuals involved in adult literacy.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide online programs for adult literacy.	Persons Responsible Adult Literacy Instructor, County Technology Coordinator, Associate Superintendent of Schools	Target Audience Adult learners	
Federal Compliances Technology 09-Adult Literacy			

Plan Section Technology
Associated Goals/Objectives RLA All ,Math All ,Technology
Associated High Yield Strategies None
Action Step Meet with adult literacy personnel to determine technology needs that can be addressed by Grant County Schools.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To help with adult literacy needs.	Persons Responsible Adult Literacy Instructor, County Technology Coordinator, Associate Superintendent of Schools	Target Audience Adult learners	
Federal Compliances Technology 09-Adult Literacy			

Plan Section Technology
Associated Goals/Objectives Technology
Associated High Yield Strategies None
Action Step Provide access to those activities that can be integrated into the adult literacy program.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
Purpose To provide for adult literacy needs.	Persons Responsible Adult Literacy Instructor, County Technology Coordinator	Target Audience Adult learners	
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	0.00	0.00	0.00
		Cellular	2,229.00	1,672.00	567.00
		Data Lines	28,728.00	21,546.00	7,182.00
		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	7,736.00	5,802.00	1,934.00
		Paging	384.00	288.00	96.00
		Voice	26,790.00	20,093.00	6,698.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	65,867.00	49,400.00	16,467.00

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	0.00	0.00	0.00
		Cellular	600.00	450.00	150.00
		Data Lines	27,360.00	20,520.00	6,840.00
		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	18,277.00	13,707.99	4,569.33
		Paging	396.00	297.00	99.00
		Voice	4,752.00	3,564.00	1,188.00
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	51,385.00	38,538.99	12,846.33

TFS/Elementary E-rate Application	2007	State Totals - Elemenary 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	7,198.20	5,398.65	1,799.55
		Data Lines	27,360.00	20,520.00	6,840.00
		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
		Paging	361.92	271.44	90.48
		Voice	20,222.88	15,332.16	4,890.72
		WAN	0.00	0.00	0.00
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	55,143.00	41,522.25	13,620.75

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	7,198.20	5,542.61	1,655.59
		Data Lines	48,186.00	37,103.22	11,082.78
		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	4,865.76	3,746.63	1,119.13
		Paging	361.92	278.68	83.24
		Voice	18,037.44	13,888.83	4,148.61
		Web Hosting	0.00	0.00	0.00
		E-rate Totals	78,649.32	60,559.97	18,089.35

State Basic Skills E-rate Application	2005	State Totals - BS/CE	0.00	0.00	0.00
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State SUCCESS E-rate Application	2005	State Totals - SUCCESS	0.00	0.00	0.00
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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?

05/01/2001

3. When was the public meeting held for CIPA Compliance?	05/01/2001		
4. Provide the URL to your acceptable use policy.	http://www.grantcountyschools.com/acceptusepolicy.htm		
		Other Schools 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?	5	0	5
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?	0	0	0
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?	4	0	4
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	1	0	1
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
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

Process Monitoring

Evaluation Process