

FIVE-YEAR STRATEGIC PLAN 2005-2010

Annual Update 2007

E-rate Funding Year 2008-2009

GREENBRIER COUNTY SCHOOLS GREENBRIER COUNTY SCHOOLS

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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	Community Member	Dr. Dwight Livesay	
	Supt. of Schools	John Curry	
	Dir. of Personnel	Charles Callison	
	Dir. of Elem. Ed.	Donna Ream	
	Dir. of Technology	Vicky Cline	
	Dir. Spec. Edu.	Linda Nelson	
	Dir. of Head Start	Terri Wontrobski	
	Dir. of Comm.	Christie Clemons-Rodgers	
	Dir. of Sec. Ed.	Bob McClintic	
	Dir. of Social Services and Attendance	Carolyn Dorsey	
Business & Community	Mr.	David Hambrick	
Federal Programs	Director of Federal Title Programs	Sallie Dalton	
Other	Mr.	Paul Hanna	
	Mrs.	Beverly White	
	Dir. NRCTC	Roger Griffith	
	Mr.	Roman Skujins	
	Labor	Jeff McCormick	
	Dr.	Robert Shirey	
	Mr.	Charles Carney	
	Mrs.	Pam Arnold	
	Parents	Parent/Business	Bill Wallace
		Parent	Robert Johnson
Parent		Courtney Smith	
Parent		Melissa Bryant	
Service Personnel	Sec./Parent	Rita Honaker	
	Students	Annie Smead	
Teachers	Student	Curtis Wills	
	Teacher	Kathy Reese	
	Teacher	Sheryl Hulmes	
	Teacher	Susan Hutsepiller	
	Teacher	Margaret Hedrick	
	Teacher	Chrissy Bowles	
	Teacher	Gail Walker	
	Teacher	Clifford Burdette	
	Teacher	Jo Ellen Gabbert	
Teacher	Charles Balasko		

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

To provide safe, humane, rigorous, relevant, and highly academically engaged classrooms and schools enabling each child to realize his or her ultimate potential as a life-long 21st century learner.

CORE BELIEFS THAT DRIVE SCHOOL SYSTEM IMPROVEMENT

We believe...

1. All children deserve love and respect.
2. Relevant and rigorous 21st Century learning must begin with the student in mind.
3. Transforming Greenbrier County Schools to produce mastery and beyond in all children requires a continuous improvement process well-founded on proven research practices that support the framework for 21st Century learning.
4. Leadership at the central office level, at the school level, and within the classroom is responsible for creating the conditions necessary for all students to achieve mastery and beyond.
5. All children given appropriate time and conditions will achieve mastery and beyond of the essential curriculum.
6. Knowledgeable, patient, wise, strong, courageous, passionate, understanding, and respectful staff are critical to student success.
7. Highly qualified personnel are required to build systems and develop a culture to support student mastery and beyond.
8. All parents should be treated as valued and respected partners.
9. The primary measure of a school system's success is its ability to develop 21st Century learners.

Annual Budget

Required Strategic Plan Budget Funding Source Totals

Funding Source	Amount
County	308,200.00
Ed Tech Federal	149,816.00
Technology E-rate	760,996.57
Technology E-rate County Match	230,136.44
Technology TFS/Elementary E-rate	101,171.66
Technology TFS/Elementary E-rate County Match	34,521.79
Technology TFS/Secondary E-rate	10,983.52
Technology TFS/Secondary E-rate County Match	2,745.88
Telecommunications	75,972.00
TFS/Elementary Technology	70,287.00
TFS/Secondary Technology	86,684.00
Title I	167,182.66
Title II	401,365.00
Title III Language Instruction LEP	1,575.00
Title IV Safe and Drug Free Schools	102,428.28
Title V	8,067.00
Total	\$ 2,512,132.80

DATA ANALYSIS

A. EXTERNAL DATA ANALYSIS

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

County-wide student enrollment continues to show a gradual decrease. Staff reductions occur annually to adjust to declining student enrollment.

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

Ethnic and racial populations have increased in three of the four subgroups. The increased number of limited English proficient students require additional services (e.g., personnel, staff development, resources).

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

Socio-economic composition remains essentially constant. We continue to offer services for low SES students and their families in all our elementary schools.

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

County economic trends affecting school enrollment and school services remain relatively constant.

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

There has been a slight increase in Limited English Proficient families and students. This necessitates additional services for these students and families.

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?

Factors such as drug abuse, homelessness, poverty, and crime continue to be county-wide problems.

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

Students are experiencing expanding opportunities to become increasingly technologically literate. The application of technology to learning and instruction increases annually.

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

NA

None

PRIORITIES

1. Continue to integrate technology into reading and mathematics instruction.
2. Continue to utilize technology to meet the learning needs of students with disabilities.
3. Continue to emphasize instruction in reading and mathematics.

B. STUDENT ACHIEVEMENT DATA ANALYSIS

No Child Left Behind School Reports

Four Greenbrier County Schools did not meet AYP in school year 2003-2004. Areas of deficiency included reading and mathematics for students with disabilities. Based on 2004-2005 data Greenbrier Co. Schools did not meet AYP in reading in the students with disabilities category at the secondary school level (Spring 2005). FOR SCHOOL YEAR 2005-2006 ALL GREENBRIER COUNTY SCHOOLS MET AYP REQUIREMENTS. At the county-wide level, the county failed to meet AYP in Secondary Special Education Mathematics Assessment and Reading Assessment. However, over the past three years there has been a positive upward trend. For example, Special Education reading over the past three years has increased by 11 points and in Special Education Math the increase was 11.5.

WESTEST Confidential Summary Report

Achievement in reading and mathematics continues to be addressed, most especially in the special education subgroup.

Overall, WESTEST scores have continued to improve slightly over the last three years.

WESTEST Confidential Item Analysis Summary

Achievement in English/language arts and mathematics needs to continue to increase. This item analysis data is continuously reviewed by administrators and teachers and communicated to students and parents through test talks and individual student data notebooks. Students are challenged to move to the next performance level and to focus their instruction on those weaker areas.

WESTEST Confidential Roster Report

Student achievement in reading and mathematics needs to increase. The results of this WESTEST measure are used to communicate strengths and weaknesses with students and parents. In "test talks" with administrators and teachers students are challenged to focus on those weak areas when they are taught in their classrooms and to move to the next performance level.

WV Writing Assessment

Student writing skills need to continue to improve as occurred at the middle and high school levels. During 2006/2007 school year the middle schools improved from 73 to 76 percent of children at mastery and above and from 74 to 87 percent at the high school level. Evaluation will occur as to what practices are most effective in our schools.

SAT/ACT Results

SAT mean scores incrementally increase annually. ACT composite scores also slowly increase. However, ACT scores in mathematics slightly decreased in 2004-05. FOR 2005-2006 BOTH SAT AND ACT SCORES INCREASED SLIGHTLY.

ACT Explore - Grade 8 Middle School

The Act Explore results at Eastern Greenbrier Middle School seem fairly stable over the last three years. The Act Explore results at Western Greenbrier Middle School have dropped over the past three years.

ACT Plan - Grade 10 High School

The Act Plan scores for Greenbrier County Schools indicate the following concerns: Math, Reading and Science for college readiness; at Greenbrier East the highest performing students say they want to go into the Arts; at Greenbrier West the highest performing students want to go into Science/Technology.

AP Testing Report/AP Rate

These data reflect a decrease in the % of students who score a 3 or higher. (2004-2005)

End of Course Testing Report for Career and Technical Education

Scores are satisfactory in most areas. End of Course Test shows the following results in percent of proficiency met by each school: Greenbrier East-76% and Greenbrier West-84%.

Informal Reading Assessment

NA

Informal Math Assessment

N/A

Formative and Benchmark Assessments

Greenbrier County Schools has used the "I Know" Website test builders, IDMS test builders from ETS Pulliam, Textbook Benchmark Assessments, and DIBELS assessments to make instructional decisions about student achievement. All of these programs are in the developmental stage. Data has not been collected county-wide. Data driven decisions are being made at the school levels based upon these assessments. Groups have been isolated for intervention programs. The focus of staff development for the 2007 - 2008 school year will be benchmark assessments for learning and tiered intervention based upon those assessments.

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

Greenbrier County's entrance requirements for LEP eligibility are as follows: 1. All new students who enroll in Greenbrier County Schools shall complete the Greenbrier County Schools Enrollment Profile. 2. Schools shall notify the county Title III Director of any student that is identified as having a primary home language other than English. 3. The county Title III Director shall determine through screening by a trained staff member or through existing school records eligibility for English as a Second Language services. 4. If the screening results show student is of limited proficiency in English, the county ESL teacher will notify the parents of the student's eligibility. Scores for Limited English Proficiency range from a Level 1 (negligible) to a Level 4 (intermediate). 5. An LEP committee will be convened to determine services/assessment for the student. Services will be determined by the LEP committee based on the student data. 6. If the parent denies permission for the student to receive ESL services, the parent must sign a parent waiver form. 7. The identified student will receive services until obtaining the required proficiency to exit which is found in Greenbrier County's Policy for Limited English Proficiency and defined by the West Virginia Department of Education. Students scoring a Level V are considered to be of full English proficiency. 8. All exited students will be monitored for one year after exiting.

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

Three students were tested on the 2006 WESTELL and 100 percent of the students tested in 2006 showed a composite score of Level 3 indicating the students were at an intermediate level. From the 2006 WESTELL data, two students grades 9-12 were tested. Both students exited the Greenbrier County Schools system in 2006. The composite score for both students was a Level 3 indicating the students were at an intermediate level when they exited.

A fourth grade student completed the WESTELL in 2006. The student's composite score was a Level 3 indicating the student was at an intermediate level. The student is presently enrolled in Greenbrier County Schools and completed the 2007 WESTELL. Results have not been received at the time of this entry.

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

For the 2007 school year, 12 students participated the WESTELL. Ninety-two percent of the identified students participated in the WESTELL.

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

100 percent of the students taking WESTEST in 2006 were at mastery or above.

NA

NA

PRIORITIES

1. Increase student achievement in the areas of English/Language Arts and mathematics.
2. Increase the achievement of students with disabilities in the areas of English/Language Arts and mathematics.
3. Increase student writing skills.
4. Increase student achievement in basic skills areas in order to increase SAT/ACT test scores.

C. OTHER STUDENT OUTCOMES

ANALYSIS

Attendance Report (by subgroup if available)

Attendance rates have remained essentially constant during the past two years.

Discipline Referral Report

RESA IV Title IV Consortium:

Following Discipline Referral information for the following counties in the RESA IV Title IV Consortium for the 2005-2006 school year from WVEIS.

Example:

	Greenbrier	Nicholas	Webster	Braxton	Pocahontas	Total
Bullying/Harassment/Intimidation	134	125	115	100	100	
Bullying/Harassment/Racial -						
Physical Fights						
Illegal Drug						
Alcohol						
Tobacco						
Weapons						

Dropout Rates/Graduation Rates (by subgroup if available)

Graduation rates are in compliance.

College Enrollment Rate

College going rate is acceptable.

College Developmental Course Rate

This rate is unacceptable. More emphasis on reading and mathematics instruction is needed.

PRIDE Survey

NA

Results of Nationally Recognized Physical Fitness Test

NA

Youth Risk Behavior Survey

WEST VIRGINIA YOUTH RISK BEHAVIOR SURVEY 2005

TOBACCO

Percentage of students who smoked cigarettes on one or more of the past 30 days 25.3%

Percentage of students who smoked cigarettes on school property on one or more of the past 30 days 8.3%

ALCOHOL

Percentage of students who had at least one drink of alcohol on one or more of the past 30 days 41.5%

Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days 6.4%

MARIJUANA/OTHER DRUGS

Percentage of students who used marijuana one or more times during the past 30 days 19.6%

Percentage of students who used marijuana on school property one or more times during the past 30 days 4.9%

Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months 24.8%

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life time 6%

CIMP Self Assessment

Analysis of data relevant to the CIMP indicators revealed that GCS was in compliance on 64.86% of those indicators and needed improvement on 35.14% of them. Indicators needing improvement related to maintenance of per period caseload limits at Greenbrier East High School, compliance with timelines for initial evaluations, provision of prior written notice if required, graduation and dropout rates for students with disabilities, discipline procedures for students with disabilities, provision of services in the least restrictive environment, transfer of rights prior to age 18 and notification of representatives of outside agencies for IEP meetings for students with disabilities ages 16 or older. File reviews show

increased compliance with procedural issues since the CIMP was completed in December, 2006.

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

For the 2006-07 school year, 14 students were identified as PHLOTE. Of the 14 students, 13 are considered Limited English Proficient with one student scoring a Level 5 on the Woodcock-Munoz; however, the student's progress is being monitored and the 2007 WESTELL scores will be analyzed to ensure proper identification and placement of this student. The percent of students identified as Limited English Proficient is less than one percent of the entire student population of Greenbrier County.

LEP - What are the major language groups?

Of the fourteen students identified as PHLOTE, the primary home language is identified as follows:

57 percent - Spanish

14 percent - Portuguese

22 percent - Vietnamese

7 percent - Chinese Mandarin

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

Not applicable to Greenbrier County.

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

Not applicable to Greenbrier County.

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

Five schools (35 percent) ranging from pre-k to grade 8 were serving children in Greenbrier County identified as Limited English Proficient.

None

None

PRIORITIES

1. Place more emphasis on reading and mathematics instruction.

D. CULTURE AND CONDITIONS

ANALYSIS

Office of Performance Audits Compliances and Recommendations

Based on 2004-05 test scores, all schools met AYP in mathematics and reading. Greenbrier County met AYP in all subject areas except reading in the students with disabilities category at the secondary school level based on Spring 2005 testing data. FOR SCHOOL YEAR 2005-2006 ALL GREENBRIER SCHOOLS MET AYP REQUIREMENTS. HOWEVER, GREENBRIER COUNTY COUNTY-WIDE SCORES IN SECONDARY SPECIAL EDUCATION MATHEMATICS AND READING FAILED TO MEET AYP STANDARDS.

North Central Report on Schools

NA

Monitoring Reports (Special Education and NCLB)

Some schools did not meet AYP in mathematics and reading in the students with disabilities category (Spring 2004 test results). Based on Spring 2005 test results, Greenbrier County Schools did not meet AYP in reading in the students with disabilities category at the secondary school level. FOR SCHOOL YEAR 2005-2006 ALL GREENBRIER COUNTY SCHOOLS MET AYP REQUIREMENTS. HOWEVER, AT THE COUNTY-WIDE LEVEL, GREENBRIER COUNTY DID NOT MEET AYP IN SECONDARY SPECIAL EDUCATION READING AND MATHEMATICS.

Walkthrough Summaries

NA

High Schools that Work Assessment Report

NA

Making Middle Grades Matter Report

NA

High Schools that Work Annual Report

NA

Highly Qualified Personnel Report

The percentage of staff meeting this standard needs to improve by 4.5%. (2005-2006) BASED ON 2006 DATA, GREENBRIER COUNTY'S PERCENTAGE MEETING THIS STANDARD NEEDS TO IMPROVE 6% for the 2006-2007 school year.

Framework Assessment of High Yield Practices

NA

Digital Divide Report (Technology)

Opportunities for students to utilize technology continues to expand. The Digital Divide Survey indicates that Greenbrier County has a 2.26:1 student:computer ratio for Win98 and a 3.2:1 ratio for XP. About 70% of our computers are XP. Our goal is to upgrade all machines to XP by 2010. Equity across the county needs work, as some schools have a 5:1 ratio, and some have nearly a 1:1 ratio. We will be adding 375 computers throughout the county. In addition, although nearly all classrooms have Internet access, many rooms have only one drop, so many computers cannot access the network or Internet, and group work is virtually impossible. Ready access will help facilitate technology integration. We added over 100 drops in 2006-07, and we plan to add another 200 in 2007-08. We added wireless at our two high schools through SBA funding, and we will be working to utilize this resource. Internet access improving, and technology integration has

strengthened. We need to better utilize SynreVoice for voice broadcast (only 6 of 14 report using this consistently) and email for parent communication (all sites now post teacher email addresses, but not all teachers check email consistently) as well as increase the number of schools with voice mail (currently 4 of 14 have voice mail). To further improve school-home communication, we will be adding Edline at the three of our four secondary schools that do not currently utilize this resource. Distance learning is also an area of opportunity that we do not fully utilize. We will be adding at least one videoconferencing class to share a teacher between our two high schools.

None

None

PRIORITIES

1. Place more emphasis on reading and mathematics instruction for students with disabilities.
2. Increase the percent of professional staff meeting the "highly" qualified" standard.
3. Improve technology integration by providing updated technology, increased access points, further training, communication tools and distance learning opportunities.

GOALS, SPECIFIC OBJECTIVE AND PERFORMANCE TARGET

Goal 1: All students will be proficient in mathematics.

	Objective	Objective Short Name	Baseline	5-year Target
1.1	At the elementary level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in mathematics based on the West Virginia Department of Education trajectory chart.	Elementary Math	77.00	86.00
1.2	At the middle school level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in mathematics based on the West Virginia Department of Education trajectory chart.	Middle School Math	67.00	82.00
1.3	At the high school level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in mathematics based on the West Virginia Department of Education trajectory chart.	High School Math	64.00	81.00

Goal 2: All students will be proficient in reading/language arts.

	Objective	Objective Short Name	Baseline	5-year Target
2.1	AT the elementary level there will be an incremental increase annually of the percentage of students who score at "mastery" level or beyond on the WESTEST in reading/language arts based on the West Virginia Department of Education trajectory chart.	Elementary Reading	79.00	88.00
2.2	At the middle school level, there will be an incremental increase annually of the percentage of students who score at "mastery" level or beyond on the WESTEST in reading/language arts based on the West Virginia Department of Education trajectory chart.	Middle School Reading	80.00	88.00
2.3	At the high school level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in reading/language arts based on the West Virginia Department of Education trajectory chart.	High School Reading	79.00	88.00

Goal 3: The achievement gap between the "students with disabilities" subgroup and all students will be eliminated in mathematics and reading/language arts.

	Objective	Objective Short Name	Baseline	5-year Target
3.1	At the elementary level, there will be an annual decrease in the achievement gap in mathematics between students with disabilities and all students as measured by the percentage of students scoring at mastery or beyond on WESTEST.	Elementary Math SPED	28.00	13.00
3.2	As the middle school level, there will be an annual decrease in the achievement gap in mathematics between students with disabilities and all students as measured by the percentage of students scoring at mastery or beyond on WESTEST.	Middle School Math SPED	54.00	24.00
3.3	At the high school level, there will be an annual decrease in the achievement gap in mathematics between students with disabilities and all students as measured by the percentage of students scoring at "mastery" or beyond on WESTEST.	High School Math SPED	62.00	27.00
3.4	At the elementary level, there will be an annual decrease in the achievement gap in reading/language arts between students with disabilities and all students as measured by the percentage of students scoring at "mastery" or beyond on	Elementary Reading SPED	38.00	18.00

	WESTEST.		
3.5	At the middle school level, there will be an annual decrease in the achievement gap in the reading/language arts between students with disabilities and all students as measured by the percentage of students scoring at "mastery" or beyond on WESTEST.	Middle School Reading SPED	49.00 24.00
3.6	At the high school level, there will be an annual decrease in the achievement gap in reading/language arts between students with disabilities and all students as measured by the percentage of students scoring at mastery or beyond on WESTEST.	High School Reading SPED	62.00 27.00

Goal 4: All students will be prepared as 21st century life-long learners by integrating and utilizing technology throughout the curriculum.

	Objective	Objective Short Name	Baseline	5-year Target
4.1	Update all computers to Windows XP by 2010.	Technology	0.00	100.00

Goal 5: RESA IV Title IV Consortium will assure all students will be educated in a safe and drug-free learning environment that supports academic achievement

	Objective	Objective Short Name	Baseline	5-year Target
5.1	RESA IV Title IV consortium will increase the number of students identified and involved in the SAT referral process by 5%	Student Assistance Team- required	0.00	0.00
5.2	RESA IV Title IV consotium will reduce the number of violence and/or weapons related incidents in or on school grounds by 5%	Weapons/Violence Violations	0.00	0.00
5.3	RESA IV Title IV Consortium will decrease the number of students involved in physical disputes by 5%	Peer Mediation/Preventive Discipline/Na	0.00	0.00
5.4	RESA IV Title IV consortium will reduce the number of alcohol tobacco and/or other drug policy violations by 5%	ATOD Violations	0.00	0.00
5.5	To reduce disciplinary infractions related to bullying harassment and/or intimidation by 5%	Bullying (required)/character education	0.00	0.00
5.6	To provide security equipment which will decrease violent incidents and ATOD incidents by 5%	Security	0.00	0.00

Goal 1: All students will be proficient in mathematics.

Objective 1.1 At the elementary level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in mathematics based on the West Virginia Department of Education trajectory chart.

As measured by:
WESTEST

Baseline Data				77.00
	Targets		Actual	
	2005-2006	78.00	2005-2006	0.00
	2006-2007	79.00	2006-2007	79.40
	2007-2008	80.00	2007-2008	N/A
	2008-2009	83.00	2008-2009	N/A
	2009-2010	86.00	2009-2010	N/A

Objective 1.2 At the middle school level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in mathematics based on the West Virginia Department of Education trajectory chart.

As measured by:
WESTEST

Baseline Data				67.00
	Targets		Actual	
	2005-2006	68.00	2005-2006	0.00
	2006-2007	70.00	2006-2007	76.60
	2007-2008	72.00	2007-2008	N/A
	2008-2009	77.00	2008-2009	N/A
	2009-2010	82.00	2009-2010	N/A

Objective 1.3 At the high school level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in mathematics based on the West Virginia Department of Education trajectory chart.

As measured by:
WESTEST

Baseline Data				64.00
	Targets		Actual	
	2005-2006	65.00	2005-2006	0.00
	2006-2007	68.00	2006-2007	64.00
	2007-2008	71.00	2007-2008	N/A
	2008-2009	76.00	2008-2009	N/A
	2009-2010	81.00	2009-2010	N/A

Goal 2: All students will be proficient in reading/language arts.

Objective 2.1 At the elementary level there will be an incremental increase annually of the percentage of students who score at "mastery" level or beyond on the WESTEST in reading/language arts based on the West Virginia Department of Education trajectory chart.

As measured by:
WESTEST

Baseline Data		79.00	
Targets		Actual	
2005-2006	80.00	2005-2006	0.00
2006-2007	81.00	2006-2007	83.50
2007-2008	82.00	2007-2008	N/A
2008-2009	85.00	2008-2009	N/A
2009-2010	88.00	2009-2010	N/A

Objective 2.2 At the middle school level, there will be an incremental increase annually of the percentage of students who score at "mastery" level or beyond on the WESTEST in reading/language arts based on the West Virginia Department of Education trajectory chart.

As measured by:
WESTEST

Baseline Data		80.00	
Targets		Actual	
2005-2006	81.00	2005-2006	0.00
2006-2007	82.00	2006-2007	83.70
2007-2008	83.00	2007-2008	N/A
2008-2009	85.00	2008-2009	N/A
2009-2010	88.00	2009-2010	N/A

Objective 2.3 At the high school level, there will be an incremental increase annually of the percentage of students who score at the "mastery" level or beyond on the WESTEST in reading/language arts based on the West Virginia Department of Education trajectory chart.

As measured by:
WESTEST

Baseline Data		79.00	
Targets		Actual	
2005-2006	80.00	2005-2006	0.00
2006-2007	81.00	2006-2007	73.00
2007-2008	82.00	2007-2008	N/A
2008-2009	85.00	2008-2009	N/A
2009-2010	88.00	2009-2010	N/A

Goal 3: The achievement gap between the "students with disabilities" subgroup and all students will be eliminated in mathematics and reading/language arts.

Objective 3.1 At the elementary level, there will be an annual decrease in the achievement gap in mathematics between students with disabilities and all students as measured by the percentage of students scoring at mastery or beyond on WESTEST.

As measured by:
WESTEST

Baseline Data		28.00	
Targets		Actual	
2005-2006	25.00	2005-2006	0.00
2006-2007	22.00	2006-2007	18.60
2007-2008	19.00	2007-2008	N/A
2008-2009	16.00	2008-2009	N/A
2009-2010	13.00	2009-2010	N/A

Objective 3.2 As the middle school level, there will be an annual decrease in the achievement gap in mathematics between students with disabilities and all students as measured by the percentage of students scoring at mastery or beyond on WESTEST.

As measured by:
WESTEST

Baseline Data		54.00	
Targets		Actual	
2005-2006	48.00	2005-2006	0.00
2006-2007	42.00	2006-2007	40.00
2007-2008	36.00	2007-2008	N/A
2008-2009	30.00	2008-2009	N/A
2009-2010	24.00	2009-2010	N/A

Objective 3.3 At the high school level, there will be an annual decrease in the achievement gap in mathematics between students with disabilities and all students as measured by the percentage of students scoring at "mastery" or beyond on WESTEST.

As measured by:
WESTEST

Baseline Data		62.00	
Targets		Actual	
2005-2006	55.00	2005-2006	0.00
2006-2007	48.00	2006-2007	58.00
2007-2008	41.00	2007-2008	N/A
2008-2009	34.00	2008-2009	N/A
2009-2010	27.00	2009-2010	N/A

Objective 3.4 At the elementary level, there will be an annual decrease in the achievement gap in reading/language arts between students with disabilities and all students as measured by the percentage of students scoring at "mastery" or beyond on WESTEST.

As measured by:
WESTEST

Baseline Data		38.00	
Targets		Actual	
2005-2006	34.00	2005-2006	0.00
2006-2007	30.00	2006-2007	28.50
2007-2008	26.00	2007-2008	N/A
2008-2009	22.00	2008-2009	N/A
2009-2010	18.00	2009-2010	N/A

Objective 3.5 At the middle school level, there will be an annual decrease in the achievement gap in the reading/language arts between students with disabilities and all students as measured by the percentage of students scoring at "mastery" or beyond on WESTEST.

As measured by:
WESTEST

Baseline Data		49.00	
Targets		Actual	
2005-2006	44.00	2005-2006	0.00
2006-2007	39.00	2006-2007	40.00
2007-2008	34.00	2007-2008	N/A
2008-2009	29.00	2008-2009	N/A
2009-2010	24.00	2009-2010	N/A

Objective 3.6 At the high school level, there will be an annual decrease in the achievement gap in reading/language arts between students with disabilities and all students as measured by the percentage of students scoring at mastery or beyond on WESTEST.

As measured by:
WESTEST

Baseline Data		62.00	
Targets		Actual	
2005-2006	55.00	2005-2006	0.00

2006-2007	48.00	2006-2007	54.00
2007-2008	41.00	2007-2008	N/A
2008-2009	34.00	2008-2009	N/A
2009-2010	27.00	2009-2010	N/A

Goal 4: All students will be prepared as 21st century life-long learners by integrating and utilizing technology throughout the curriculum.

Objective 4.1 Update all computers to Windows XP by 2010.

As measured by:
Digital Divide

Baseline Data				0.00
	Targets		Actual	
	2005-2006	0.00	2005-2006	53.00
	2006-2007	70.00	2006-2007	70.00
	2007-2008	80.00	2007-2008	N/A
	2008-2009	90.00	2008-2009	N/A
	2009-2010	100.00	2009-2010	N/A

Goal 5: RESA IV Title IV Consortium will assure all students will be educated in a safe and drug-free learning environment that supports academic achievement

Objective 5.1 RESA IV Title IV consortium will increase the number of students identified and involved in the SAT referral process by 5%

As measured by:

SAT school logs RESA IV SDFS will gather baseline date during the 2006-2007 school year.

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

Objective 5.2 RESA IV Title IV consortium will reduce the number of violence and/or weapons related incidents in or on school grounds by 5%

As measured by:

Discipline referral reports/WVEIS (physical alterations-physical fights)

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	590.00
2007-2008	560.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 5.3 RESA IV Title IV Consortium will decrease the number of students involved in physical disputes by 5%

As measured by:

The RESA IV title IV consortium will decrease the number of disciplinary referrals related to violence and interpersonal conflict by 5% by using peer mediation programs

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

Objective 5.4 RESA IV Title IV consortium will reduce the number of alcohol tobacco and/or other drug policy violations by 5%

As measured by:

WVEIS

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

Objective 5.5 To reduce disciplinary infractions related to bullying harassment and/or intimidation by 5%

As measured by:

WVEIS Code CHB-CHR

Baseline Data		0.00	
Targets		Actual	
2005-2006	0.00	2005-2006	0.00
2006-2007	0.00	2006-2007	327.00
2007-2008	310.00	2007-2008	N/A
2008-2009	0.00	2008-2009	N/A
2009-2010	0.00	2009-2010	N/A

Objective 5.6 To provide security equipment which will decrease violent incidents and ATOD incidents by 5%

As measured by:

WVEIS data and YRBS

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

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 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 checked="" 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"/>
Pre K-12 Mathematics Model <input type="checkbox"/>	Adjustment of Instructional Time <input type="checkbox"/>	Professional Development for School Strategic Planning Committees <input type="checkbox"/>	Parent Involvement Communication System <input type="checkbox"/>	Change Processes that Address Interrelatedness of Activities and Resources <input type="checkbox"/>
Curriculum Support System <input type="checkbox"/>	Integration of Literacy Strategies <input type="checkbox"/>	Support for the Work of the School Strategic Planning Process <input type="checkbox"/>	Proactive Community <input type="checkbox"/>	Plan and Do and Study and Act Cycle <input type="checkbox"/>
Curriculum Monitoring Process <input type="checkbox"/>	Accelerated Learning <input type="checkbox"/>	Analyze Trends and Establish Priorities for School Improvement <input type="checkbox"/>	Data-Based System for Monitoring Student Academic and Personal Progress <input type="checkbox"/>	Collaboratively Developed Strategic Plan <input type="checkbox"/>
	Instructional Support System <input type="checkbox"/>	Time and Resources to Support School-Based Learning Communities <input type="checkbox"/>	Effective Preschool Programs <input type="checkbox"/>	
	Instructional Monitoring System <input type="checkbox"/>	Support for School-Based Professional Development that is Ongoing and Embedded <input type="checkbox"/>		
	Highly Qualified Teachers <input 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				
Effective preschool early intervention programs.				
Conflict Resolution/Peer Mediation				
School Climate				
Student Assist Programs				
Risk and Protective Factor Approach				
Class Size Reduction				

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>Prioritization and Mapping</p> <hr/> <p>Innovative Approaches to Meeting Subgroup Needs</p> <hr/> <p>Use of Data to Target Improvement Efforts</p> <hr/> <p>Balanced Assessment System</p> <hr/> <p style="color: red;">Other Strategy</p> <p>Effective preschool early</p>	<p>In order to transition to a standards-based mathematics instructional model, Greenbrier County Schools will provide extensive professional development through Summer Math Academies, CPLCs, and book studies in inquiry-based K-12 mathematics instructional strategies and practices.</p> <p>In order to implement research-based high yield instructional strategies Greenbrier County Schools will provide professional development for county administrators and school improvement leadership teams in Marzano's <u>Classroom Instruction</u></p>	<p>In order to accelerate low achievers, Greenbrier County Schools has implemented the following strategies: installation or upgrade of Kurzweil (computer program that "reads" text to students with reading difficulties) at 11 schools; provision of training in effective co-teaching practices; provision of SRA reading and math materials for special education classrooms at all instructional levels; inclusion of special education teachers in all professional staff development opportunities, and establishing a cohort of teachers seeking to become certified in</p>	<p>In order to accelerate low achievers, Greenbrier County Schools has implemented the following strategies: installation or upgrade of Kurzweil (computer program that "reads" text to students with reading difficulties) at 11 schools; provision of training in effective co-teaching practices; provision of SRA reading and math materials for special education classrooms at all instructional levels; inclusion of special education teachers in all professional staff development opportunities, and establishing a cohort of teachers seeking to become certified in special education.</p> <p>In order to develop benchmark assessments to be given three times per year, we will prioritize the 21st century CSOs and develop curriculum maps for reading and mathematics at the elementary level and reading, math and science at the secondary level. These maps will be developed by county teachers during the</p>	<p>In order to accelerate low achievers, Greenbrier County Schools has implemented the following strategies: installation or upgrade of Kurzweil (computer program that "reads" text to students with reading difficulties) at 11 schools; provision of training in effective co-teaching practices; provision of SRA reading and math materials for special education classrooms at all instructional levels; inclusion of special education teachers in all professional staff development opportunities, and establishing a cohort of teachers seeking to become certified in</p>	<p>In order to accelerate low achievers, Greenbrier County Schools has implemented the following strategies: installation or upgrade of Kurzweil (computer program that "reads" text to students with reading difficulties) at 11 schools; provision of training in effective co-teaching practices; provision of SRA reading and math materials for special education classrooms at all instructional levels; inclusion of special education teachers in all professional staff development opportunities, and establishing a cohort of teachers seeking to become certified in</p>

<p>intervention programs.</p> <p>Other Strategy Conflict Resolution/Peer Mediation</p> <p>Other Strategy School Climate</p> <p>Other Strategy Student Assist Programs</p> <p>Other Strategy Risk and Protective Factor Approach</p> <p>Other Strategy Class Size Reduction</p>	<p>That Works, book studies for teachers on high-yield instructional strategies and Lenses on Learning for county administrators and building principals.</p>	<p>special education.</p> <p>In order to transition to a standards-based mathematics instructional model, Greenbrier County Schools will provide extensive professional development through Summer Math Academies, CPLCs, and book studies in inquiry-based K-12 mathematics instructional strategies and practices.</p> <p>In order to support the implementation of research-based high-yield instructional strategies Greenbrier County Schools will continue to provide book studies and CPLCs for teachers on these instructional strategies and to promote their use into classroom instruction.</p>	<p>summer of 2007 for implementation in the 2007 - 2008 school year.</p> <p>These benchmarks will be a part of a balanced assessment system which includes classroom, formative, and summative assessments. Priority will be given to assessment for learning rather assessment of learning.</p> <p>The data from these assessments will be used to determine where interventions are needed.</p>	<p>special education.</p> <p>In order to support a standards-based mathematics instructional model, Greenbrier County Schools will continue to provide extensive professional development as needed in inquiry-based K-12 mathematics instructional strategies and practices.</p> <p>In order to support the implementation of research-based high-yield instructional strategies Greenbrier County Schools will continue to provide book studies and CPLCs for teachers on these instructional strategies and to promote their use into classroom instruction.</p>	<p>special education.</p> <p>In order to support a standards-based mathematics instructional model, Greenbrier County Schools will continue to provide extensive professional development as needed in inquiry-based K-12 mathematics instructional strategies and practices.</p> <p>In order to support the implementation of research-based high-yield instructional strategies Greenbrier County Schools will continue to provide book studies and CPLCs for teachers on these instructional strategies and to promote their use into classroom instruction.</p>
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HIGH YIELD STRATEGIES SCIENTIFICALLY BASED RESEARCH

High Yield Strategies Identified	Scientifically Based Research
<p>Prioritization and Mapping</p>	<p>The content standards prescribe what is to be taught; however, Marzano, Kendell, and Gaddy (1999) found that to teach most state-level standards it would take 71 percent more instructional time than is available. Therefore, to be a viable curriculum, the curriculum must fit within the amount of available instructional time.</p> <p>Schools can improve achievement through a variety of strategies including the close alignment of the curricula with the written and taught standards that are used to measure student achievement. Curriculum mapping and prioritization specifies how the standards will be used and allows schools to plan for the teaching learning process, plan for assessment, plan for the necessary resources, plan the school's professional development, and provides for proper supervision and evaluation of the instructional process.</p> <p>Through the use of an aligned curriculum in daily classroom instruction, students are better prepared for assessment which provides teachers valuable information to make formative judgments and revise instruction if necessary.</p> <p>Marzano, Robert J., Timothy Waters, Brian McNulty. <u>School Leadership That Works From Research to Results</u>. Association for Supervision and Curriculum and Development, 2005.</p> <p>Corall, Christopher and Deborah H. McDonald. <u>What Works with Low-Performing Schools, A Review of Research</u>. AEL 2002.</p> <p>Carr, Judy F. and Douglas E. Harris. <u>Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning</u>, Association for Supervision and Curriculum Development 2007.</p>
<p>Innovative Approaches to Meeting Subgroup Needs</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.</p> <p>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.</p> <p>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). <u>What Works In Schools</u>. Alexandria, Va. Association for the Supervision and Curriculum Development</p> <p>There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called</p>

	<p>"<u>correlates</u>". This body of correlated information began what is now referred to as Effective Schools Research."</p> <p>The correlates are a means to achieving high and equitable levels of student learning. It is expected that all children (whether they be male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level next year. Further, it has been found that when school improvement processes based upon the <u>effective schools research</u> are implemented, the proportions of students that achieve academic excellence either improves, or at the very least, remains the same.</p> <p>Lezotte, Lawrence W. (1991) <i>Correlates of Effective Schools</i>. Okemis, MI Effective Schools Products, Ltd.</p>
Use of Data to Target Improvement Efforts	<p>High performing schools increasingly use data systems to inform decisions, manage processes, determine program effectiveness, forecast problems, and ultimately improve system responses to student needs. The use of high quality, targeted data can effectively improve learning. (Bernhardt, V. (2004) <i>Data Analysis for Continuous School Improvement</i> (2nd ed.) Larchmont NY: Eye on Education). Student achievement data are the most important type of data on which to focus. Educators should understand that achievement data comes in forms other than standardized test data. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. (<i>Guide to Using Data in School Improvement Efforts</i>. Retrieved March 13th, 2005, from Learning Point Associates, North Central Regional Education Laboratory.</p> <p>Gathering data is only the beginning step of a system of analysis which extends the process by disaggregating subgroups and specific content areas. Data must aggressively pursue other areas that impact student learning: qualified teachers, curriculum, challenging courses, effective instruction, adequate time, and sufficient resources.</p> <p>Jerald, Craig. (2002) <i>Dispelling the Myth Revisited</i>. Washington, D.C.: The Education Trust.)</p>
Balanced Assessment System	<p>Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress monitoring include accelerated learning for students who receive more appropriate instruction and more informed instructional decisions and higher expectations for students by teachers. Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which, together, move all students to faster attainment of important state standards for their achievement.</p> <p>Fuchs, L.S., Fuchs, D (2002)</p> <p>If the purpose of the 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.</p> <p>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.</p> <p>(Erin Hogan Foubert, <u>Summative versus Formative Assessment</u>, <i>Teaching and Learning Technologies, TIP</i>)</p>

Other Strategy Effective preschool early intervention programs.	Strategy not required for federal compliance.
Other Strategy Conflict Resolution/Peer Mediation	Strategy is not required for federal compliance.
Other Strategy School Climate	Strategy is not required for federal compliance.
Other Strategy Student Assist Programs	Strategy is not required for federal compliance.
Other Strategy Risk and Protective Factor Approach	Strategy is not required for federal compliance.
Other Strategy Class Size Reduction	<p>Title II Compliance</p> <p>The ultimate goal of any educational strategy is to increase student achievement. The rationale for choosing this strategy is the need to increase achievement of all students whereby activities are designed to specifically to reach the low socioeconomic students, special education students, and minority students to eliminate the achievement gap that exists between certain subgroups of students and the regular student population. According to Dr. Jeremy Finn concerning the results of the Tennessee STAR study on class size reduction: "This research leaves no doubt that small classes have an advantage over larger classes in reading and mathematics in the early primary grades. This experiment yields an unambiguous answer to the questions of the existence of a class-size effect, as well as estimates of the magnitude of the effect for early primary grades." Greenbrier County will target class size reduction funds to the schools within our district with the largest average class sizes for the current school year.</p> <p>Finn, Jeremy D. "Class Size and Students at Risk." April 1988. www.ed.gov/PDFDocs/class.pdf</p> <p>Project Star Final Executive Summary Report. Kindergarten through Grade 3. (1985-1989)</p> <p>"Reducing Class Size: What Do We Know?" March 1999. www.ed.gov/pubs/ReducingClass/Class_Size.html.</p>

Technology Plan

Submitted by - vgc26001 2007-06-28 14:10:36.0

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,

Greenbrier County Schools is committed to producing 21st Century learners, and technology is integral to this commitment. Our number one priority is enabling students to utilize technology in authentic learning situations. Staff development focuses on technology integration, with an emphasis on student products. Other county priorities include upgrading infrastructure to provide better classroom access and continuing to implement a county-wide computer replacement cycle to better meet the needs of the students. We are putting in place a wide area network via point to point fiber, and we have completed the update of fiber backbone in all schools. In addition to replacing obsolete computers, we are concentrating hardware efforts in 2007-08 on communication devices, including SmartBoard/Numonics boards and LCD projectors for all schools and videoconferencing for our board of education and all secondary schools. Our software efforts target communication, student products and remediation/acceleration through SynreVoice, Studio8 multimedia software, Quark Express, desktop publishing software, Kurzweil, Destinations Reading/Math at the middle schools and elementary reading, math, science and social studies software. In addition, we are continuing to implement a maintenance/repair program that includes an on-line database and a summer renewal component. We completed over 600 jobs in 2006-07, as documented by the Work Order System, and we will be employing 9 students and 3 supervisors to clean, reimage and set up all county computers Summer 2007 (our second year of this program). The county will continue to fund 16 Technology Contacts to assist in maintenance/repair and to act as points of contact for their individual schools during the school year. These Technology Contacts will be working on another priority, which is technology integration. With a sound infrastructure, a replacement cycle and a maintenance/repair plan in place, it is easier to effect true technology integration. We will be offering more than 15 short, focused technology integration classes in areas teachers identify as areas of need. These will be offered in addition to other programs already in place. We will also be providing three hours/week of technology integration assistance (teacher led, trainer facilitated) targeted at helping meet CSOs at each school (for 20 weeks) for all county schools. Our plan is to provide training accessible to everyone as well as to train key personnel in each school to provide follow-up and further our technology integration goals. We will also continue to develop our websites as learning tools and communication media.

Technology Needs Assessment

Opportunities for students to utilize technology continues to expand. The Digital Divide Survey indicates that Greenbrier County has a 2.26:1 student:computer ratio for Win98 and a 3.2:1 ratio for XP. About 70% of our computers are XP. Our goal is to upgrade all machines to XP by 2010. Equity across the county needs work, as some schools have a 5:1 ratio, and some have nearly a 1:1 ratio. We will be adding 375 computers throughout the county. In addition, although nearly all classrooms have Internet access, many rooms have only one drop, so many computers cannot access the network or Internet, and group work is virtually impossible. Ready access will help facilitate technology integration. We added over 100 drops in 2006-07, and we plan to add another 200 in 2007-08. We added wireless at our two high schools through SBA funding, and we will be working to utilize this resource. Internet access improving, and technology integration has strengthened. We need to better utilize SynreVoice for voice broadcast (only 6 of 14 report using this consistently) and email for parent communication (all sites now post teacher email addresses, but not all teachers check email consistently) as well as increase the number of schools with voice mail (currently 4 of 14 have voice mail). To further improve school-home communication, we will be adding Edline at the three of our four secondary schools that do not currently utilize this resource. Distance learning is also an area of opportunity that we do not fully utilize. We will be adding at least one videoconferencing class to share a teacher between our two high schools.

Action Steps

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/1-The county/school will budget for and use technology equipment/infrastructure that supports the acquisition of twenty-first century skills

- 1 - Add 30 computers at WSS, 30 at Ronceverte, 25 at Rainelle and 54 stations at Lewisburg to provide access for students in K-3 classrooms. Upgrade 12 computers in library at Smoot
- 2 - In support of the EETT grant project and teacher intigration of technology (with emphasis on reading/language arts), provide teachers 12 computers at WGMS, 27 computers at EGMS; 8 LCD projectors at WGMS and 14 at EGMS.
- 3 - Upgrade computers (25) in vocational lab at GEHS (Bradley); add 64 student workstations in classrooms at West; add 64 student workstations in classroom at Western; add 156 workstations at East; add 156 workstations at Eastern.
- 4 - Upgrade servers and/or server software at EGMS and 6 elementary schools (Alderson, Crichton, Frankford, Rainelle, Rupert, WSS)
- 5 - Add Smartboards at WGMS (2nd lab), EGMS (upstairs), Ronceverte Elem. (2nd lab), GWHS (Building A)
- 6 - Add COW (Computers on Wheels-30) at GWHS for A Building and LPN School at East

Projected Begin Date	Projected End Date	Actual Begin Date	Actual End Date
July 1, 2007	June 30, 2010	July 1, 2007	?

Purpose To ensure **Persons Responsible** **Target Audience** All

technology equipment/ infrastructure are adequate for effective technology use. Technology Director, schools Administrators, Teachers

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 CP-Reading

Associated Goals/Objectives Elementary Reading ,Middle School Reading ,High School Reading ,Elementary Reading SPED ,Middle School Reading SPED ,High School Reading SPED ,Technology

Associated High Yield Strategies Use of Data to Target Improvement Efforts

Action Step Greenbrier County Schools will provide technical assistance, time, training and resources so that performance in writing improves.

- 01 - Provide continued support in the implementation of Writing Roadmap in elementary and secondary schools.
- 02 - Develop a cadre of secondary teachers from all content areas to address writing across the curriculum.
- 03 - Make a commitment to provide students with opportunities to write every day.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2008	Actual Begin Date ?	Actual End Date ?
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Purpose To develop and support writing across the curriculum throughout the county's schools.	Persons Responsible Elementary Education Director, Secondary Education Director, Technology Director, Instructional Coaches	Target Audience All teachers who teach reading/language arts	Intended Impact on Audience To increase the skill of teachers of writing in using Writing Roadmap to improve student writing skills.
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Professional Development Coaching ,Self-Study ,Trainer Led ,Web Based	Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement
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Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/2-Focus on using technology to improve achievement of all students with special emphasis on high need and high poverty students.

- 1 - Provide teachers with IDMS and IKNOW assessment tools, training and schedule for use.
- 2 - Provide ongoing training in Riverdeep Destinations Math and Reading software at middle schools.
- 3 - Increase utilization of technology tools such as probes, videography cameras, GPS systems, laptops, etc. at middle and secondary levels.
- 4 - Pilot Compass Odyssey at Alderson Elementary and evaluate for county-wide use.
- 5 - Provide training in Odyssey/Kidspiration for elementary schools

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To 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	Persons Responsible Technology Coordinator, Administration, Teachers	Target Audience All schools	Intended Impact on Audience Increase competence in the use of technology tools for student achievement.
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Professional Development Trainer Led	Professional Development Other Description IDMS/IKNOW Training for Benchmark Assessments; Riverdeep Destinations Math for Middle School Teachers; TIS Training for	Federal Compliances Technology 02-Technology Integration for 21st Century Skills/Student Achievement
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Teachers and Teachers
Share Technology
Courses (probes, GPS,
GIS, etc.)

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies

None

Action Step TECH/3-Ensure that the use of telecommunications (Internet/email) and internal connections in the schools will enhance student learning

- 01 - Provide cellular, voice and long distance service for improved communication and enhanced safety.
- 10 - Collaborate to produce and align a curriculum mathematics/reading map PreK-12 and publish on website.
- 2 - Provide web hosting for all county schools.
- 3 - Begin adding Voice Over IP systems at county schools and school board office.
- 4 - Provide Wide Area Network to county schools and central office.
- 5 - Request internal connections discounts in order to update/maintain a high speed network to serve all Greenbrier County schools.
- 6 - Provide access to WVEIS for student data and analysis of data.
- 7 - Use e-mail for communication among county/schools/staff/students/parents and community.
- 8 - Teachers and students will use the Internet for research, to access standards-based lesson plans.
- 9 - Provide Edline training for parents at all secondary schools to improve school/home communication.

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2010

Actual Begin Date
July 1, 2007

Actual End Date
?

Purpose To ensure sufficient bandwidth to support teaching and learning and to provide for instructional management needs

Persons Responsible
Technology Director,
Administration, Teachers

Target Audience All schools

Intended Impact on Audience Improve communication among teachers, parents, faculty and staff.

Professional Development
Trainer
Led

Professional Development Other Description Using Outlook Express at School and at Home; Webhosting/Edline; Internet Training (MarcoPolo/Intel)

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

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/4-Ensure increased access to technology for students and teachers.

- 1 - Add wiring to vocational lab at East (Bradley).
- 2 - Add wiring for technology lab at EGMS.
- 3 - Add 3 drops/room K-5 at Crichton Elementary; one drop/room K-2 at Rainelle Elementary, K-3 at Lewisburg Elementary, 1st grade classrooms at WSS Elementary, to be used with xtenda to provide 4/workstations/classroom.
- 4 - Utilize wireless at GWHS and GEHS with COWs.
- 5 - Expand mini-lab at Rainelle Elementary to full size lab
- 6 - Provide cabling and infrastructure in proposed new construction and renovation projects

Projected Begin Date
July 1, 2007

Projected End Date
June 30, 2010

Actual Begin Date
July 1, 2007

Actual End Date
?

Purpose To improve the integration of technology and 21st century achievement

Persons Responsible
Technology Director,
Administration, Teachers

Target Audience All schools

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 None

Action Step TECH/5-Use innovative strategies to provide effective model for the distance delivery or virtual delivery of instruction

- 1 - Use videoconferencing to provide physics class to GWHS students using GEHS teacher.
- 2 - Use PLATO for credit recovery at both high schools.
- 3 - Use videoconferencing and website to collaborate between EGMS and WGMS on EETT grant projects/hold meetings/conduct training.
- 4 - Provide extended day/year tutoring services for acceleration and remediation. (Utilize technology tools, including Plato, Internet, etc.)

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To enhance the curriculum offerings at high schools, middle and elementary schools	Persons Responsible Technology Director, Administration, Teachers	Target Audience All schools
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Federal Compliances Technology 05- Delivery of 21st Century Content through Distance Learning

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

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/6- Promote collaboration with various partners, including parents, community organizations, higher education, employers and content providers

- 1 - (EETT) Marshall Partnership -- Provide 2 days/week at middle schools with Marshall University trainer for science/math/technology and 1 day/month with Marshall liaison. Schools will act as info. source for Marshall's model middle school development.
- 2 - (EETT) U.S. Geological Survey Group Partnership -- USGS will assist middle school students with analysis of GPS mapping/GIS software use.
- 3 - (EETT)Cave Conservancy Partnership -- Cave Conservancy members will assist students with gathering, understanding data. Students will present findings for Cave Conservancy group meetings.
- 4 - A&S Computers Partnership -- A&S will provide reduced rates for technology integration assistance at all elementary schools. Technology employees will train with A&S for A+ certification readiness.
- 5 - Notify teachers, parents, community members of progress of Greenbrier County students through internal written communications, website and press releases.
- 6 - Utilize Edline for improved parent/school communication/involvement.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To improve communication with families and community stakeholders	Persons Responsible Technology Director, Administration, Teachers	Target Audience All schools
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Federal Compliances Technology 06- 21st Century Parent/Community/Partnership Collaboration

Technology 07-Professional Development for 21st Century Instruction

Plan Section CP-Mathematics

Associated Goals/Objectives

Associated High Yield Strategies

Action Step Provide a K-12 summer math academy, follow-up CPLCs, and technology integration staff development for approximately 150 professional educators and pre-service teachers to implement standards-based mathematics.

Projected Begin Date July 1, 2005	Projected End Date June 30, 2009	Actual Begin Date ?	Actual End Date ?
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Purpose To provide an awareness of standards-based practices.

Persons Responsible Curriculum Directors

Federal Compliances Technology 07- Professional Development for 21st Century Instruction

Plan Section Technology

Associated Goals/Objectives Technology

Associated High Yield Strategies None

Action Step TECH/7- Provide professional development activities using the telecommunications network for training teachers and administrators

- 1 - Provide technology integration assistance in a lab/classroom setting for all elementary teachers using local vendors (1 day/week/school).
- 2 - Provide full-time TIS and additional resources at middle schools for lab/classroom technology integration assistance.
- 3 - Provide individualized technology integration assistance through secondary coaches for high school teachers.
- 4 - Provide at least 20 2-hour technology integration classes via Teachers Share after school classes (to include email, MarcoPolo, GPS units, GIS software, probes, PRS systems, white/smartboards with LCD projectors, Riverdeep Destinations Reading/Math, digital cameras, Kurzweil).
- 5 - Provide at least 4 technology integration sessions for administrators during the county administrator meetings throughout the school year.
- 6 - Provide Edline training -- 1 initial day and ongoing training throughout the year via 4 onsite trainers (who will receive training at a 1 day train the trainer session in early August)
- 7 - Provide 5 2-hour training sessions for Technology Coordinators and webmasters.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To improve the integration of technology and provide ongoing support and assistance to teachers

Persons Responsible Technology Director, Administration, Teachers

Target Audience All schools

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 TECH/8- To implement, support, maintain and repair all computer equipment and internal connections.

- 1 - Maintain/repair computers countywide using online database and Technology Coordinators at each school, as well as Summer Maintenance Program.
- 2 - Utilize Technology Coordinators at 13 county schools (16 TCs in all).
- 4 - Employ up to 10 high school students for Computer Summer Maintenance Program.

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date July 1, 2007	Actual End Date ?
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Purpose To improve the reliability of the network and the integration of technology

Persons Responsible Technology Director, Administration, Teachers

Target Audience All schools

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 None

Action Step TECH/9- To collaborate with adult literacy providers when appropriate

Projected Begin Date July 1, 2007	Projected End Date June 30, 2010	Actual Begin Date ?	Actual End Date ?
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Purpose To improve the collaboration with stakeholders	Persons Responsible Technology Director, Administration, Teachers	Target Audience All schools	Federal Compliances Technology 09-Adult Literacy
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E-rate Budgets

Funding Source	Year	Annual	Disc%	Commit	County Match
554387	1543332 Western Greenbrier JR High	11,560.00	80	9,248.64	0.00
	Rainelle Elementary School	11,965.00	80	9,572.48	0.00
	White Sulphur Elem. School	5,016.00	80	4,013.12	0.00
	Smoot Elementary School	7,650.00	80	6,120.00	0.00
	East Greenbrier Jr High School	8,458.00	80	6,766.40	0.00
	Frankford Elementary School	7,766.00	80	6,212.80	0.00
554404	1543214 Greenbrier West High School	29,611.00	80	23,688.80	0.00
554911	1539051 Greenbrier East High School	30,797.00	70	21,558.18	0.00
	State Totals - Secondary TFS	60,408.00		45,246.98	15,161.42
554394	1537545 Lewisburg Elementary School	18,256.00	70	12,779.48	0.00
	State Totals - Elemenary TFS	70,673.00		54,712.92	15,960.28

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2008	Bundled Voice/Long Distance	96,245.00	74,108.00	22,136.00
		Cellular	41,568.00	32,008.00	9,561.00
		Data Lines	120,600.00	92,862.00	27,738.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	225,385.00	171,371.00	54,014.00
		Internet Access	1,583.00	1,219.00	364.00
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	0.00	0.00	0.00
		WAN	489,100.00	376,607.00	112,493.00
		Web Hosting	16,652.00	12,822.00	3,830.00
		E-rate Totals		991,133.00	760,997.00

TFS/Elementary E-rate Application	2008	Chrichton Elementary	0.00	0.00	0.00
		Crichton Elementary	0.00	0.00	0.00
		East Greenbrier Jr HS	0.00	0.00	0.00
		Eastern Greenbrier Middle	23,366.00	70 16,356.20	7,009.80
		Frankford Elementary	12,730.00	80 10,184.48	2,546.12
		Lewisburg Elementary	30,797.00	70 21,558.18	9,239.22
		Rainelle Elementary	29,611.00	80 23,668.80	5,942.20
		Rupert Elementary	0.00	0.00	0.00
		Smoot Elementary	19,467.00	70 13,627.36	5,840.29
		State Totals - Elementary TFS	70,673.00	54,713.00	15,960.00
		Western Greenbrier Jr HS	0.00	0.00	0.00
		Western Greenbrier Middle	8,160.00	80 6,528.00	1,632.00
		White Sulphur Elementary	11,560.00	80 9,248.64	2,312.16
		State Totals - TFS/Elementary	135,693.00	101,171.66	34,521.79
TFS/Secondary E-rate Application	2008	Greenbrier East HS	5,271.00	80 4,217.12	1,054.28
		Greenbrier West HS	8,458.00	80 6,766.40	1,691.60
		State Totals - TFS/Secondary	13,729.00	10,983.52	2,745.88

Funding Source	Year		Annual	Disc% Commit	County Match
E-rate funds	2007	Bundled Voice/Long Distance	96,244.00	74,108.34	22,136.26
		Cellular	41,568.00	32,007.36	9,560.64
		Data Lines	120,600.00	92,862.00	27,738.00
		Internal Conn Maint	0.00	0.00	0.00
		Internal Connections	225,385.00	171,370.67	54,014.42
		Internet Access	1,583.00	1,219.13	364.15
		Long Distance	0.00	0.00	0.00
		Paging	0.00	0.00	0.00
		Voice	0.00	0.00	0.00
		WAN	489,100.00	376,607.00	112,493.00
		Web Hosting	16,652.00	12,822.07	3,829.97
		E-rate Totals		991,133.00	760,996.57

TFS/Elementary E-rate Application	2007	Chrichton Elementary	0.00	0.00	0.00
		Crichton Elementary	0.00	0.00	0.00
		East Greenbrier Jr HS	0.00	0.00	0.00
		Eastern Greenbrier Middle	23,366.00	70 16,356.20	7,009.80
		Frankford Elementary	12,730.00	80 10,184.48	2,546.12
		Lewisburg Elementary	30,797.00	70 21,558.18	9,239.22
		Rainelle Elementary	29,611.00	80 23,668.80	5,942.20
		Rupert Elementary	0.00	0.00	0.00
		Smoot Elementary	19,467.00	70 13,627.36	5,840.29
		Western Greenbrier Jr HS	0.00	0.00	0.00
		Western Greenbrier Middle	8,160.00	80 6,528.00	1,632.00
		White Sulphur Elementary	11,560.00	80 9,248.64	2,312.16
		State Totals - TFS/Elementary	135,693.00	101,171.66	34,521.79
		TFS/Secondary E-rate Application	2007	Greenbrier East HS	5,271.00
Greenbrier West HS	8,458.00			80 6,766.40	1,691.60
State Totals - TFS/Secondary	13,729.00			10,983.52	2,745.88

Funding Source	Year		Annual	Disc%	Commit	County Match	
E-rate funds	2006	Cellular	32,712.00		25,515.36	7,196.64	
		Data Lines	71,280.00		55,598.40	15,681.60	
		Internal Conn Maint	0.00		0.00	0.00	
		Internal Connections	73,110.00		57,501.80	15,608.20	
		Internet Access	3,299.40		2,573.53	725.87	
		Long Distance	0.00		0.00	0.00	
		Paging	0.00		0.00	0.00	
		Voice	74,737.32		58,295.11	16,442.21	
		WAN	489,100.00		381,498.00	107,602.00	
		Web Hosting	0.00		0.00	0.00	
		E-rate Totals		744,238.72		580,982.20	163,256.52
		State Basic Skills E-rate Application	2006	Chrichton Elementary	12,530.80	90	11,277.72
East Greenbrier Jr HS	11,221.00			80	8,976.80	2,244.20	
Frankford Elementary	9,029.00			80	7,223.20	1,805.80	
Lewisburg Elementary	19,873.20			80	15,898.56	3,974.64	
Rainelle Elementary	13,226.60			80	10,581.28	2,645.32	
Rupert Elementary	11,835.00			90	10,651.50	1,183.50	
Smoot Elementary	8,667.40			80	6,933.92	1,733.48	
Western Greenbrier Jr HS	8,276.20			80	6,620.96	1,655.24	
White Sulphur Elementary	5,884.20			80	4,707.36	1,176.84	
State Totals - BS/CE				100,543.40		82,871.30	17,672.10
State SUCCESS E-rate Application	2006	Greenbrier East HS	33,334.60	70	23,334.22	10,000.38	
		Greenbrier West HS	29,611.00	80	23,688.80	5,922.20	
		State Totals - SUCCESS		62,945.60		47,023.02	15,922.58

Funding Source	Year		Annual	Disc%	Commit	County Match
E-rate funds	2005	Cellular	20,016.00		15,812.64	4,203.36
		Data Lines	75,825.00		59,901.75	15,923.25
		Internal Conn Maint	0.00		0.00	0.00
		Internal Connections	0.00		0.00	0.00
		Internet Access	3,000.00		2,370.00	630.00
		Long Distance	14,496.00		11,451.84	3,044.16
		Paging	0.00		0.00	0.00
		Voice	41,791.60		33,015.36	8,776.24
		Web Hosting	0.00		0.00	0.00
		E-rate Totals		155,128.60		122,551.59
State Basic Skills E-rate Application	2005	State Totals - BS/CE		0.00	0.00	0.00
State SUCCESS E-rate Application	2005	State Totals - SUCCESS		0.00	0.00	0.00

E-Rate Compliance

County E-Rate Compliance Questions

Acceptable Use Policy

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

- Do you have an Acceptable Use Policy? Yes No

- If yes, what is the last date of adoption/revision? 12/11/2001

- When was the public meeting held for CIPA Compliance? 05/10/2001

4. Provide the URL to your acceptable use policy.

<http://access.k12.wv.us/internet/p2460tc.htm> (pending revision to county AUP)

	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
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
7. Please identify for E-Rate requirements the number of buildings in your county that have T-1 frame relay connections to the Internet?	0	0
8. Please identify for E-Rate requirements the number of buildings in your county that have ATM T-1 Internet connections?	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	2
10. Please identify for E-Rate requirements the number of buildings in your county that have DSL connections to the Internet?	0	0
11. Please identify for E-Rate requirements the number of buildings in your county that have 10 Mb connections to the Internet?	14	14
12. Please identify for E-Rate requirements the number of buildings in your county that have 45 Mb connections to the Internet?	0	0
13. Please identify for E-Rate requirements the number of buildings in your county that have 100 Mb connections to the Internet?	0	0
14. Please identify for E-Rate requirements the number of buildings in your county that have 1 Gb connections to the Internet?	0	0
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
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